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ABSTRACT

Providing historical data up to 1991-93 on the nine colleges in the Los Angeles Community College District (LACCD), this statistical digest presents tables and graphs on student characteristics, enrollment trends, instructional programs, student performance and articulation, special services, and fiscal and personnel resources. Highlighted findings for the district include the following: (1) while Asian and Hispanic students have increased in numbers and percentages over the last decade, White students have steadily declined since 1975 and Black students have maintained stable enrollment patterns since the 1980's; (2) foreign student enrollment increased 15% districtwide; (3) for the fall 1989 cohort, half of all students stating degree goals and more than three-quarters of Black degree-seekers left college after their first year, resulting in an overall success rate for the degree seeking cohort of 21% after 3 years; (4) since 1984, mathematics has had the most weekly student contact hours of any discipline, while English as a Second Language began to decline in fall 1992; (5) the numbers of students transferring from the LACCD decreased during the past decade; and (6) considerable non-credit ESL enrollment has been lost since the expiration of the enrollment deadline for the amnesty program for illegal immigrants. Includes a district map and a glossary of terms. (MAB)

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ANNUAL INFORMATION DIGEST

LOS ANGELES COMMUNITY COLLEGES

1991-1993

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Educational Services Division
Los Angeles Community College District

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ANNUAL INFORMATION DIGEST

LOS ANGELES COMMUNITY COLLEGES

1991-93

October 1993

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TABLE OF CONTENTS

List of Tables ii
List of Figures iv
District Map vi
Preface vii
Glossary viii
Commentary xii
Student and Enrollment Characteristics 1
Instructional Programs 38
Student Performance and Articulation 67
Special Services 79
Fiscal and Personnel Resources 84

LIST OF TABLES

Student and Enrollment Characteristics

Table 3.1 Unduplicated First Census Credit Enrollment by College, Fall 1964 - Fall 1992 2

Table 3.2 Unduplicated First Census Non- Credit Enrollment by College, Fall 1986 - Fall 1992 2

Table 3.3 District and State Credit Enrollment, Fall 1972 - Fall 1992 3

Table 3.4 District and State Non-Credit Enrollment, Fall 1972 - Fall 1992 3

Table 4.1 Average Daily Attendance (ADA) by Academic Year, 1969-70 through 1990-91 8

Table 4.2 Student Full-Time Equivalents (FTES) by Academic Year, 1987-88 through 1991-92 8

Table 5 Enrollment by Gender and College, Fall 1972 - Fall 1992 12

Table 6 Enrollment by Ethnicity and College, Fall 1972 - Fall 1992 14

Table 7 Enrollment by Age and College, Fall 1972 - Fall 1992 16

Table 8.1 Enrollment by Unit Load and College, Fall 1972 - Fall 1992 20

Table 8.2 Enrollment by Hour Load and College, Fall 1972 - Fall 1992 22

Table 9 Enrollment by Class Level and College, Fall 1972 - Fall 1992 24

Table 10 Enrollment by Time of Day and College, Fall 1972 - Fall 1992 26

Table 11 Enrollment by Entering Status and College, Fall 1972 - Fall 1992 28

Table 12.1 Enrollment by Educational Goal and College, Fall 1983 - Fall 1989 30

Table 12.2 Enrollment by Educational Goal and College, Fall 1990 - Fall 1992 32

Table 13.1 Student Enrollment Characteristics by College, Fall 1992 35

Table 13.2 Student Enrollment Characteristics by College, Spring 1992 36

Table 13.3 Student Enrollment Characteristics by College, Spring 1993 37

Instructional Programs

Table 14 Weekly student Contact Hours by Day and Evening Programs, Fall 1968 - Fall 1992 39

Table 15 Weekly Student Contact Hours per Enrollment, 1979-80 through 1992-93 41

Table 16 Weekly Student Contact Hours by Selected Program Area, Fall 1981 - Fall 1992 43

Table 17.1 Staffing patterns by Selected Program Area, Fall 1981 - Fall 1992 45

Table 17.2 Class Size by Selected Program Area, Fall 1981 - Fall 1992 47

Table 18 Weekly Student Contact Hours by Course Classification and College Fall 1980-Fall 1992 49

Table 19 Weekly Student Contact Hours by Course Transfer Status and College, Fall 1980 - Fall 1992 52

Table 20 Summer Session Enrollment and WSCH, 1975 - 1992 54

Table 21.1 Pace Program WSCH by College and Discipline, Fall 1983 - Fall 1992 58

Table 21.2 ESL WSCH by College and Discipline 60

Table 21.3 Unduplicated ESL Enrollment by College and Credit Status, Fall 1985 - Fall 1991 62

Table 22 Instructional television (ITV) Enrollment and WSCH, 1971-72 through 1991-92 63

Table 23 Duplicated Enrollment in Community Services by College, 1978-79 through 1991-92 66

Student Performance and Articulation

Table 24.1 First Census to End-of-Semester Retention Rates by Time of Day and College, Fall 1978 - Fall 1992 68

Table 24.2 Fall 1989 First-Time Degree-Seeking Cohort Persistence, Graduation and SuccessRates 69

Table 25 Grade Distribution by College, Fall 1981 - Fall 1992 71

Table 26.1 Fall Semester Transfers to California Public and Private Four-Year Institutions by College, 1978-79 through 1991-92 74

Table 26.2 Full-Year Transfers to California Public Four-Year Institutions by College, 1978-79 through 1990-91 75

Table 27 Awards Conferred by Type and College, 1978-79 through 1991-92 78

Special Services

Table 28 Services to Special Groups: Disables Students, EOPS Students, Financial Aid Recipients and Foreign Students, 1978-79 through 1991-92 80

Table 29 Amnesty Program Enrollment, Attendance Hours and Costs, 1988-89 through 1991-92 82

Fiscal and Personnel Resources

Table 30 General Fund Income by Source, 1979-80 through 1991-92 84

Table 31 General Fund Expenditures by Activity, 1979-80 through 1991-92 86

Table 32 Basic Program Expenditures by Location, 1991-92 88

Table 33 Special Purpose Expenditures by Account, 1981-82 through 1991-92 90

Table 34 Special Student Services Expenditures and Project Grants 92

Table 35 Special Vocational Education Funds Awarded by Location, 1978-79 through 1991-92 94

Table 36.1 Personnel Distribution by Employment Category, Gender and Ethnicity, 1980-81 through 1991-92 97

Table 36.2 Personnel Distribution by Location, Gender and Ethnicity, 1980-81 through 1991-92 99

LIST OF FIGURES

Figure 1 District Map vi

Student and Enrollment Characteristics

Figure 3.1 District Unduplicated Credit Enrollment, Fall 1972 - Fall 1991 4

Figure 3.2 Unduplicated Credit Enrollment in California Community Colleges, Fall 1972 - Fall 1992 4

Figure 3.3 National Unduplicated Community College Enrollment, Fall 1972 - Fall 1989 5

Figure 3.4 District Non-Credit Enrollment, Fall 1986 - Fall 1991 6

Figure 3.5 State Non-Credit Enrollment, Fall 1986 - Fall 1991 6

Figure 4.1 District Average Daily Attendance, 1971/72 - 1990/91 9

Figure 4.2 District Student FTE, 1976/77 - 1991/92 10

Figure 5 District Unduplicated Enrollment by Gender, Fall 1972 - Fall 1992 11

Figure 6 District Unduplicated Enrollment by Ethnicity, Fall 1972 - Fall 1992 13

Figure 7.1 District Unduplicated Enrollment by Age, Fall 1972 - Fall 1992 15

Figure 7.2 District Age Headcount Distributions, Fall 1976 and Fall 1992 17

Figure 7.3 District Age Distributions by FTE, Fall 1976 and Fall 1992 18

Figure 8 District Unduplicated Enrollment by Unit Load, Fall 1972 - Fall 1992 21

Figure 9 District Unduplicated Enrollment by Class Level, Fall 1972 - Fall 1992 23

Figure 10 District Unduplicated Enrollment by Time of Day, Fall 1972 - Fall 1992 25

Figure 11 District Unduplicated Enrollment by Entering Status, Fall 1972 - Fall 1992 27

Figure 12 District Unduplicated Enrollment by Educational Goal, Fall 1983 - Fall 1989 31

Instructional Programs

Figure 14 District Day and Evening WSCH, Fall 1972 - Fall 1992 38

Figure 15 District WSCH per Enrollment, Fall 1979 - Fall 1992 40

Figure 16 WSCH by Selected Program Area, Fall 1981 and Fall 1992 42

Figure 17.1 Regular FTE Faculty by Selected Program Area, Fall 1981 and Fall 1992 44

Figure 17.2 Class Size by Selected Program Area, Fall 1981 and Fall 1992 46

Figure 18 District WSCH by Course Classification, Fall 1980 - Fall 1992 50

Figure 19 District WSCH by Course Transfer Status, Fall 1980 - Fall 1992 51

Figure 20.1 Districtwide Summer Session Enrollment, 1975 - 1992 55

Figure 20.2 Districtwide Summer Session WSCH, 1975 - 1992 56

Figure 21.1 District PACE WSCH, Fall 1983 - Fall 1992 57

Figure 21.2 District ESL Enrollment and WSCH, Fall 1985 - Fall 1992 59

Figure 22.1 ITV Enrollment, Fall 1971 - Fall 1992 64

Figure 22.2 ITV WSCH, Fall 1971 - Fall 1992 64

Figure 23 District Unduplicated Enrollment in Community Services, 1978-79 through 1991-92 65

Student Performance and Articulation

Figure 24 District Day and Evening Retention Rates, Fall 1978 - Fall 1992 67

Figure 26.1 Fall Semester Transfers from Cailifornia Community Colleges to CSU and UC Systems, Fall 1978 - Fall 1991 76

Figure 26.2 Fall Semester Transfers from the District to CSU and UC Systems, Fall 1978 - Fall 1991 76

Figure 27 Districtwide Awards Conferred by Type, 1978-79 through 1991-92 77

Special Services

Figure 28 Services to Special Student Groups, 1977-78 through 1991-92 79

Fiscal Resources

Figure 30 General Fund Income, 1979-80 through 1991-92 85

Figure 31 General Fund Expenditures per FTES, 1987-88 through 1991-92 85

FIGURE 1: DISTRICT MAP

PREFACE

The purpose of the *Annual Information Digest, 1991-93* is to aid in evaluating the past two academic years by collecting, summarizing and consolidating college and districtwide information. The data are displayed in tabular and chart form for easy reference. This year's edition updates last year's 1990-91 *Digest*, as well as the Technical Information Volumes of the *College Annual Reports*, published in previous years through 1986-87. It includes data from the past two years in most areas; however, the final fiscal reports from 1992-93 were not yet available at the time of publication, and will be included in next year's *Digest*.

In addition to providing background data for administrative decision making at both college and District levels, the Digest is intended to support such campus based functions as the preparation of grant proposals, institutional and program accreditation, budget preparation, program development and review, strategic planning, and other tasks that require accurate and accessible information on many aspects of the college and its community. It is hoped that it will meet many of the needs for statistical information about the colleges of the Los Angeles Community College District. There are limitations on the amount of material that can be included in a single volume, and the Digest alone cannot satisfy every data need. But it indicates the scope of information available in greater detail through the Office of Research and Planning, and which may be obtained on request.

The tables present data which are comparable among the colleges, and routinely collected each semester. Fall semester data are selected for illustration in most areas, since they represent the largest enrollments of the academic year. Whenever appropriate, the tables are accompanied by line charts, which illustrate districtwide trends over the entire time span for which data is available. A brief explanation is placed before each table or group of closely related tables, to provide background information and/or clarification of terms sufficient for understanding the table. More detailed analysis of data trends, and interrelationships between categories of data, are found in the Commentary.

The Glossary includes all terms whose meaning may not be self-evident. They are grouped in the same order as the characteristics and topics to which they are related, and in the approximate order of their appearance, rather than alphabetically. It is hoped this order will make the definitions easier to find.

The Office of Research and Planning will continue to publish additional reports on special topics which provide more detailed research and data on an annual basis. As noted above, the Office stands ready to respond to specific requests for information, or to assist users in the retrieval, collection, interpretation and analysis of data.

GLOSSARY

Student and Enrollment Characteristics

ENROLLMENT

Unduplicated Enrollment. The "head count" number of individual students. Each person is counted once, no matter how many classes are taken.

First Census. An enrollment count administered on the first day of the fourth week of each semester. Only those enrolled in a class meeting on that particular day are included.

Credit. Defines courses for which units may be counted as a portion of an educational sequence leading to a degree or certificate.

Non-credit. Describes courses in ESL, basic skills, citizenship, parenting, special training for handicapped, and other programs that do not yield college credit, but are eligible for state funding.

Average Daily Attendance (ADA). A measure of annual full-time attendance based on student class hours. Up to July 1991, this was the unit of attendance used to calculate state reimbursement funding for each college.

Full-Time Equivalent Student (FTES). The measure of full-time attendance used to calculate state reimbusement since June 1991. It is based on a figure of 30 hours per full-time student over the academic year.

ETHNICITY

Ethnic Status. The ethnicity reported by students on a voluntary basis on the application for admission. The choices offered are: Chinese, Japanese, Korean, Filipino, Laotian, Cambodian, Vietnamese, Indian Sub-continent, and Other Asian; Black/ African-American; Chicano or Mexican, Central American, South American, and Other Hispanic; Samoan, Hawaiian, Guamanian, and Other Pacific Islander; American Indian/ Alaska Native and Other Non-White; and Decline to State. In Table 6, Enrollment by Ethnicity, these categories have been consolidated into Asian (including Pacific Islander), Black, Hispanic, and White. The Other category, which includes American Indian/ Alaska Native and Other Non-White, is not listed in the table.

STUDENT LOAD

Unit Load. The number of course units carried by a student during a single semester.

Full-time Students. Those enrolled for 12 or more units and/or weekly hours during a single semester.

Hour Load. The number of weekly class hours attended by a student during a single semester.

CLASS LEVEL

Freshmen. Students who at the time of the most recent semester registration have completed fewer than 30 units of college credit.

Sophomores. Students who at the time of registration have completed between 30 and 60 units of college credit, but have not obtained either an associate or bachelor's degree.

Other. Students who at the time of registration have completed over 60 units without an associate degree.

AA or Higher Degree. Students who at the time of registration have earned an associate, bachelors, or higher degree. Students with **BA Degrees** are broken out for Fall 1991 and 1992, when their status became a justification for a higher per-unit tuition fee.

TIME OF DAY

Day Students. Those enrolled exclusively in classes convening prior to 4:30 p.m.

Day-Evening Students. Those who attend both day and evening classes in the same semester.

Evening Students. Those enrolled exclusively in classes convening at 4:30 p.m. or later.

ENTERING STATUS

First-time Students. Students enrolled for the first time at any college, and exclusive of summer session enrollment.

New Transfers. Students new to the college who have transferred credits from another college.

Returning Students. Formerly enrolled students returning to the college after an absence of one or more regular semesters. Includes students who have attended another college during their absence.

Continuing Students. Those who were enrolled at a college during the immediately preceding regular semester.

EDUCATIONAL GOALS

Transfer. A goal to transfer to a baccalaureate program at a four-year college or university, with or without an associate degree.

General Education Associate Degree. A goal to obtain an associate degree with a non-vocational liberal arts major, but without intent to transfer.

Vocational Associate Degree. A goal to obtain an associate degree in a specific vocationally-related program, without specific intent to transfer.

Vocational Certificate. A goal to complete a vocational program's requirements for a certificate, without taking the general education courses required for the associate degree.

Job Skills The goal to obtain specific job skills in a vocational field, without necessarily completing all courses required to earn either a certificate or an associate degree.

Instructional Programs

Weekly Student Contact Hours (WSCH). A measure derived by multiplying the number of students enrolled in a class by the number of hours per week the class meets. For example, a class with 30 students which meets for one hour three times a week would generate 90 WSCH.

Activity. A specific function or program within the college and/or district. When referring to instruction, a discipline or group of related disciplines.

Faculty Full-Time Equivalent (FTE). A measure of faculty obtained by dividing the teaching hours within a discipline, activity or other category, by the teaching load specified by contract for that activity.

Duplicated Enrollment. The number of students enrolled in classes, courses or disciplines, when these categories are aggregated and summed. An individual student would be counted as many times as the number of classes attended; for example, a student attending three classes would be counted or "duplicated" three times. This rarely-used measure is used in this document only for Community Services.

COURSE CLASSIFICATION AND TRANSFER STATUS

UC indicates the University of California system; **CSU** denotes California State University institutions.

Prerequisite and Developmental. Courses designed to bring students' language and mathematical skills up to college level. Also defined as transitional, these courses do not count towards transfer credit.

Occupational. Vocational courses intended to prepare students for careers in occupations that normally do not require more advanced training in baccalaureate programs. Some may be equivalent to courses in CSU vocational programs, and may be transferable under special conditions.

Liberal Arts and Sciences. All college-level courses that yield credit for transfer to state four-year institutions, and are not classified as occupational.

Transferable. Designates liberal arts and occupational courses whose credit is transferable to state four-year institutions. All courses transferable to UC schools are also transferable to CSU, but the reverse is not true: some courses that yield full credit for CSU are either nontransferable to UC or transferable with limited acceptable units.

Student Performance and Articulation

Retention Rate. The percentage of students enrolled at First Census who are still enrolled at the end of the semester.

Cohort. A population of students who have enrolled for the first time in the same semester.

Persistence Rate. The percentage of a given student cohort that has continued to enroll in a future semester.

Graduation Rate. The percentage of a given student cohort that has graduated in a future semester.

Success Rate. The percentage of a given cohort that has either graduated or remains enrolled in a future semester.

Fiscal and Personnel Resources

FUNDING CATEGORIES

General Fund. Includes all funding that supports the basic operations of the District, both restrictive and nonrestrictive. Includes most categorical funding, but excludes accounts for cafeteria, bookstore, child development, special reserve, and the grant funds for Financial Aid.

Basic Program. Includes unrestricted funding, which can be allocated at the discretion of college and District administration. Identified as Program 100 in the budget and expenditure reports.

Special Funding. Also called categorical or restrictive funding. Supports programs that are designed and overseen by state and federal agencies outside the District, including such special student services as Disabled Students Programs and Services, EOP&S, Financial Aid and Veterans Programs. Special funds may be spent only within their programs, and according to guidelines laid down by the funding agencies, which periodically audit program expenditures.

PERSONNEL

Affirmative Action. The policy of allocating positions within personnel categories to members of gender and major ethnic groups, in order to bring the category's gender and ethnic balance in line with that of the District community. Goals are applied at both college and District levels.

Benchmark. A percentage parity goal for ethnic representation, based on the 1990 census.

Executive/Administrative/Managerial. Defines all persons responsible for management of an institution or a major department or subdivision thereof. Includes all certificated administrators and some classified managers.

Faculty. Defines all full- or part-time certificated personnel in teaching, counseling, and librarian positions.

Professional Non-Faculty. Defines classified positions requiring college or graduate-level training and, minimally, a baccalaureate degree. Includes various analysts, bookstore managers, staff aides and assistants, accountants, etc.

Secretarial/Clerical. Defines positions in clerical or secretarial activities.

Technical/Paraprofessional. Defines positions requiring specialized technical skills which may be acquired in two-year technical institutes or community college occupational programs, or in appropriate on-the-job training. Includes computer operators, programmers, lab technicians, etc.

Skilled Crafts. Defines positions requiring special technical and manual skills obtainable in trade schools, apprentice programs, or on-the-job training. Includes carpenters, painters, electricians, etc.

Service/Maintenance. Positions requiring technical and manual skills sufficient to perform custodial, groundskeeping, or food service tasks.

COMMENTARY

The *Annual Information Digest* is intended to serve both as a reference guide to recent information about the Los Angeles Community Colleges, and as a system to track and analyze long-term trends in all activities of the colleges and District. It therefore presents data not only in comparison with that of the previous year, but also in the context of longer time periods. But there is often insufficient space in the tables to include every year for which data is available. In most of these cases the procedure has been to begin with the earliest year's data, followed by five-year intervals up to 1985, from which every succeeding year is listed.

This introductory commentary seeks to analyze the information contained in the tables in greater detail than space permits in the explanatory paragraphs, while revealing relationships between different tables and topics of concern to data users. When appropriate, reference is made to relevant data and/or analysis published outside the *Digest*, especially in regard to crosstabulations of student characteristics. These sources may be made available on request.

Community Characteristics and Attendance Patterns

(Tables 1 - 2.2, Figure 2) Because of unusual and urgent demands on the Office of Research and Planning this spring, we have not yet been able to update the Community Characteristics tables for this edition. An update of this section will be published separately in the near future.

Student and Enrollment Characteristics

Enrollment (Tables and Figures 3.1 - 4,) As of this year, the most recent available nationwide data, as published in the USDOE's *Digest of Educational Statistics*, are for Fall 1989. Therefore, the most up-to-date comparisons of national, state and district enrollment numbers can be based only on 1989 figures. District and State data can be compared using Fall 1991 enrollments.

Although California has little more than 10% of the U.S. population, its Fall 1989 unduplicated community college enrollment stood at 25% of nationwide enrollment in public two-year colleges. Since 1985, the Los Angeles Community College District has provided about 10% of total statewide credit enrollment, and hence almost 2.5% of national enrollment. The parallel columns in Table 3.3 and the corresponding line charts (Figures 3.1 - 3.3) show that enrollment decline occurred at all three levels in the mid-eighties, but was more acute within the Los Angeles District. The LACCD has taken longer to recover than the state as a whole. In Fall 1990, the District enrollment increase surpassed the corresponding state increase for the first time since 1986. The proportional District increase was more than twice the state's in Fall 1991.

If Figures 4.1 and 4.2 are compared with Figure 3.1, it can be seen that fluctuations in Average Daily Attendance (ADA) and FTES parallel those in enrollment, with minor differences caused by the first two measures' inclusion of load as a factor, and their whole year span. The districtwide increase in FTES in 1991-92 surpassed both Fall and Spring WSCH and enrollment gains for the second year in a row, reflecting a continuing rise in student hour load and a slight increase in retention within semesters. (See also Table 24.1 and *WSCH and Enrollment Comparisons*, Office of Enrollment Management, 1991-92)

Changes in enrollment may be driven by regulations as well as changes in student characteristics. For example, the enrollment "bulge" at West in 1978-1982 may have resulted from restrictions on interdistrict flow, which prevented students on the west side of Los Angeles from attending Santa Monica College. The aging of the student population may have overcome this factor even before free-flow was allowed in 1984, since West's enrollment began to decline the year before (Interdistrict Student Flow, RPA 1989). Up to Fall 1992, enrollment increased in spite of free flow, and without significant change in age demographics.

More recent policy shifts, driven by a weakening state economy, have had a more negative effect. Continuing fee increases are expected to put downward pressure on enrollment, even in the face of demographic changes that increase the pool of potential students. Student and enrollment characteristics in Fall 1993 may show the impact of uncapped student fees. Meanwhile, Fall 1992 saw District enrollment falter for the first time since 1987. The overall decline was slight (less than 2%) and coincided with substantial cutbacks in classes. Enrollment was below 1991 levels at all colleges except East and Mission. By far the greatest proportional drop (13%) occurred at Southwest, where hourly cutbacks had a heavy

impact on ESL offerings. Other college declines were below 10%, and exceeded 5% only at West.

The institution of Amnesty-sponsored citizenship and ESL classes for immigrants in Fall 1988 caused a sharp short-term rise in non-credit enrollment (Table 3.2). This growth ceased with the passing of the deadline for enrollment in the Amnesty program, and coincidental funding cutbacks have brought about a reduction in non-credit offerings. First census non-credit headcounts have declined by over two thirds since their Amnesty-driven high point in 1989.

Demographic Profile

Gender (Table and Figure 5) Since the late 70s, females have been a substantial majority of the District student population. The shift in majorities occurred in 1976, as the numbers of male veteran students began to decline and employment opportunities for women increased. Their districtwide percentage has continued its increase to unprecedented levels; although their numbers are still well below those of 1980. Only at Trade-Tech, with its industrial craft and trade programs, are males more than half the student body. At Southwest, women make up over two-thirds of all students.

Ethnicity (Table and Figure 6) Changes in the ethnicity of District students since 1975 have reflected those in the area population, but with some distortion. Asian students have increased at a more rapid rate in the District student body than in the community, while Hispanics have increased more slowly. (See *Annual Information Digest, 1990-91,* Table 1). The Black percentage of District students has fallen from more than a quarter in 1980 to less than a fifth in recent years; this shift resulted largely from the increase in Asians and Hispanics. Hispanic students now outnumber all other groups in the District; they surpassed whites in 1991 and now make up more than a third of District students. The relatively stable Black percentage was less than a point above the Asian share in Fall 1992. Blacks and whites have both declined numerically and percentage-wise since 1975, but the white decline has been steadier and steeper. This year blacks increased their predominance at Southwest to 75%, at the expense of Hispanics, whose drop was probably caused by cutbacks in hourly-staffed ESL classes. But Hispanics still make up more than a fifth of Southwest's student body, up from less than one percent in 1980. East is still the most latino campus, where Hispanics are 70% of students, their highest percentage ever. Asians at East have stabilized at 22% for the past two years, while percentages of whites and blacks both continue to shrink. Ethnic groups are most evenly distributed at City, which is the only college where whites have increased their percentage in recent years. The Asian percentage rose slightly in Fall 1992 to 26%, the largest concentration of Asian students in the District .

Age (Table 7, Figures 7.1 - 7.3) The most striking trend in student characteristics over the last fifteen years has been the decline in the headcount proportion of younger, traditionally college-age students. This post baby-boom dropoff drove enrollment into a trough during the mid 1980s. Since these younger students are more likely to attend full-time, their loss had a severely negative impact on state reimbursement funding. Numbers of younger students have recovered from the nadir of 1985, and nineteen is the most common age among district students. As Figures 7.1 and 7.2 show, the predominance of those 20 and younger in age distribution is more striking when weighted to FTE. But their distribution peak has eroded downward into the mid-20 age group since 1976, and the headcount percentage of the Under-20s continues to decline . The corresponding increase in other age groups has been evenly dispersed, and none of them have varied districtwide as much as a percentage point in any of the last five years.

Pierce has always been the most "youthful" campus, with by far the largest share of students under 20. It is second to East in the 20-24 group, but still has the highest combined proportion of younger students. Mission has the largest segment of students 35 and older, and the smallest combined percentage of the 18-24 group. Close to a third of enrollment at City, Southwest, Trade-Tech and West is between 25 and 34, and these colleges have larger shares over 34 than under 20.

Academic Profile

Unit and Hour Loads (Tables 8.1 and 8.2, Figure 8) The greatest difference in the high and low unit and hour groups occurs at Trade-Tech, where there is much enrollment in trade courses with more hours than units, as well as modular courses. The percentage of hour-load full-timers is 20 points higher than those full-timers defined by units. At Southwest, an 18-point difference occurs between full-timers in the unit and hour groups. This may be caused by high proportion of developmental enrollment at the college, as shown in

Table 13. Trade-Tech has the highest proportions of full-time students by hour; over 40%; Southwest was also almost half full-time, but cutbacks in hourly instruction have reduced its developmental and ESL enrollment. Mission, with its relatively large evening program, has the largest portion of part-timers under six hours, although this group has declined steadily since 1980. Districtwide, there are over 11,000 more full-timers in hour measure than by units.

Class Level (Table and Figure 9) A distinct majority of students at all colleges have fewer than 30 units in their transcripts. This amount is sufficient for most occupational certificates, most job skill training or updating, basic skills including ESL, and other short-term goals that do not require a degree or transfer to a four-year college. The percentage of "freshmen" is highest at colleges with a large proportion of older, working students attending part-time, as at Mission, and/or in occupational programs, as at Trade-Tech. In the past two years the proportion of sophomores has increased substantially districtwide, and even at colleges such as Southwest, which in Fall 1992 had a higher share of sophomores than City, after a seven-point increase from 1990. There is little variation between colleges of other undergraduates with sixty units or more. The highest percentage of students already with degrees is at West, whose service area residents include many educated professional adults seeking avocational courses or high-tech job skill updating in evening classes.

West also had the highest proportion of Bachelor's degree holders, followed closely by Valley and Pierce. These students are charged higher per-unit fees under new state policies put into effect in Spring 1993. In Fall 1992 their numbers were already in decline districtwide, down 8% from 1991. The decline from Spring 1992 to Spring 1993 was precipitous; down 51%, by almost 5,000 students. (see *Into The Downward Spiral, The Impact of Fee Increases and Course Reductions on LACCD Enrollment and Resources*, Office of Research and Planning, June 1993.)

Time of Day (Table and Figure 10) Day-only enrollment has declined since 1976 at seven out of nine colleges. Only Pierce and Trade-Tech have higher proportions in this category than sixteen years ago. But in Fall 1991, the day-only percentage increased at all colleges except Pierce, where it remained stable; this marked the reversal of a fifteen-year trend in favor of evening and day-plus-evening enrollment. In Fall 1992, Mission experienced a sharp four-point rise in day-only enrollment, while other colleges edged up less than a point. Mission is no longer the only college with a majority of students taking only evening classes; instead, its evening share is even slightly below Southwest. This change may be related to its acquisition of a campus, which attracts more daytime students. Pierce has had the smallest evening percentage in most years, and in Fall 1992 it declined for the fourth year in a row, as did the districtwide evening share. Students attending classes in a schedule spread across day and evening represent about 18% of total District enrollment, and their share has been edging upward for more than a decade. Their small percentage at Trade-Tech is probably due to the scheduling of occupational programs in solid blocks of three hours or more, in either day or evening.

Entering Status (Table and Figure 11) Fall 1992 marked a substantial change in the relative proportions of incoming and continuing students in LACCD colleges. The percentages of first-time students were down at all but one college, but especially at those with large populations of minority and low-income students. The greatest decline (8 points) was at Southwest, followed by East and Mission (down 5 points each). The only colleges with less than a point decrease were Pierce and Valley, while Harbor actually saw a tiny increase; these colleges have the smallest minority percentages. But at all colleges, summed rates in all categories of incoming students fell in Fall 1992, with a corresponding rise in the majority of continuing students. Continuing students were up in actual numbers districtwide, as well as by percentage. The drop in incoming students probably resulted from fee increases coupled with cutbacks in lower-level classes in English, Math and ESL that are staffed by hourly instructors.

Educational Goal (Tables 12.1 and 12.2, Figure 12) Beginning in Summer 1990, a new questionnaire on educational goals was inserted into the student application, Designed to respond to the data needs of the statewide Management Information System (MIS), the new questions have revealed significant differences in the proportions of student goals from those recorded in previous years. Because of this discrepancy, the goal data is presented in two tables. Data collected in previous years is tabulated under the "old" categories in Table 12.1, while data from Fall 1990 to the present is in Table 12.2, with each new question listed and aggregated under new categories. The new questions are put only to incoming students filling out the admissions application; they would not reflect the goals of continuing students who enrolled before 1990, or whose goals may have changed since their first year. This accounts for the big difference in some rates and

numbers between 1990 and 1991.

The most noticeable trend in goals before 1990 is the burgeoning percentage of Undecided/ Unknown goals in the last years of the decade. This increase was particularly pronounced at Mission and Southwest, where almost three-quarters of students reported no specific educational goals in Fall 1989. The unknown goals grew largely at the expense of all other goals except Transfer, which even grew slightly to over a third of districtwide responses that year.

The pre-1990 questionnaire contained three vocational-related goals, but was headed by the single Transfer option; it also contained a single choice for general education degree. The new questionnaire has more choices, leading off with six vocational goals, half of all the options excluding "Undecided". These are followed by two transfer goals, two non-transfer general education options, an "Improve Basic Skills" choice, and acqusition of a high school diploma. The last choice is "Undecided", with missing values included as Unknown. In the three years since the new list of options was introduced, vocational goals have increased at the expense of combined transfer goals, which in Fall 1992 accounted for a quarter of student goals districtwide; vocational goals now comprise more than a third. The differences between colleges are similar to those under the old questionnaire; Pierce has the greatest percentage of transfer-seekers, while Trade Tech has the largest share of those seeking vocational goals. Non-transfer general education has the most adherents at Valley. Undecideds and unknowns are almost evenly divided districtwide and at most colleges; the greatest exception is Harbor, where 30% of students stated no goals in 1992.

Instructional Programs

Day and Evening WSCH (Table 14, Figures 14.1 and 14.2) Weekly Student Contact Hours (WSCH) is a central measure of course and faculty productivity, and has been the most common basis for calculating both Average Daily Attendance (ADA) and Full-Time Equivalent Students (FTES), respectively the former and current bases for state reimbursement funding. Figure 14.1 shows WSCH reaching a peak in the mid 1970s, when the greatest number of postwar baby boomers were at college age, and more than a third of District students carried full unit loads. In 1975, the peak year of District WSCH, City had the highest WSCH ever recorded for a single college. But Pierce has had the highest WSCH in every year since 1980, even in the past two years, when Valley's enrollment has been slightly larger. Pierce's student population remains relatively young, white, transfer-oriented and full-time; in recent years, the percentage of day WSCH at this college has increased slightly, and currently is only three points below the 1968 level. At City, with fewer students under 20, the corresponding difference is seven points, also following a slight increase since 1990. Even at Mission, with its plurality of older women students attending part-time, evening WSCH declined back to minority status in Fall 1992 after being in the majority for the previous two years. Since it acquired a campus, Mission's WSCH has increased by almost 50%, and has surpassed that of Southwest. All other colleges are still below their 1980 levels, after partially recovering from the mid-80s slump.

WSCH per Enrollment (Table and Figure 15) has declined slightly overall as evening and part-time enrollments have increased. The most striking change has been at East, with a drop of more than three WSCH since 1979. Other changes have been close to one WSCH or less. The consistently high WSCH per student at Trade may result from the long hours required by occupational programs in labs and workshops.

WSCH by Program Area (Table and Figure 16) Since Fall 1981, the program area activities earning over 50,000 WSCH have been Math, English, Business (including Accounting, Management, Marketing, Finance and Supervision), and Physical Education/Health (PE), though not necessarily in that order every year. Math has been in the lead for the past five years, rising each year to unprecedented levels. Of Fall 1992's top 10, only Math and English had WSCH totals higher than in Fall 1981, but English has declined significantly from last year. WSCH in the Business disciplines dropped even more sharply, and for the third year in a row. Other occupational fields such as electronics and automotive technology suffered WSCH losses this year, perhaps as a result of the weakness of the Los Angeles area job market following defense-related spending cutbacks and civil disturbances. WSCH has increased slightly in Public Services, which includes such public sector fields as Administration of Justice.

Aftter several years of rapid growth, ESL WSCH dropped sharply, partly as a result of cutbacks in hourly instruction. The waning of the Amnesty program may have also affected credit WSCH in ESL, albeit indirectly. Much of the decline of Developmental Studies WSCH resulted from the absorbtion of Developmental Communications into English at City College. But English, with its higher percentage of hourly instructors, also suffered from cutbacks in Fall 1992; much of its WSCH loss was in lower-level

offerings taught by hourly instructors.

Staffing Patterns and Class Size (Table and Figures 17.1 and 17.2) The percentage of Regular Full-Time Faculty FTE has declined in most disciplines since 1981. Enrollment increases in Mathematics, English, and especially ESL have compelled their departments to hire hourly personnel, pushing their regular percentage below the overall district rate, at least temporarily. Special programs like PACE and Amnesty have required the large-scale hiring of temporary part-time instructors in liberal arts fields like History, Speech and Philosophy. Many hourly instructors in vocational fields such as Accounting, Computer Science, and Office Administration are also employed in industries served by the programs. The percentage of regular faculty in these programs has usually been below the District overall rate. When enrollment trails off, the percentage of regular faculty may rise as hourly instruction is cut back. This has occurred in the Business disciplines over the last decade. Financial incentives offered by the District have induced some regular faculty to retire early, but cost-cutting efforts focus on laying off part-time faculty.

Fluctuations in class size have followed enrollment trends, with the lowest figures in most disciplines occurring in Fall 1985, the low point of enrollment and WSCH districtwide. But cutbacks in classes and attrition of staff might also cause class size to increase. In Fall 1991, the combination of enrollment growth and reduction of the number of classes offered coincided with a ten-year high in District average class size. In Fall 1992 classes shrank slightly overall, although Mathematics stood at an all-time high. Disciplines like History, Psychology, Speech, and Humanities, bolstered by PACE in past years, experienced significant class size declines in Fall 1992. Economics, not included in PACE in 1992, increased in class size while declining in WSCH and faculty FTE.

WSCH by Course Classification (Table and Figure 18) During the 1980s the percentage and volume of Prerequisite and Developmental credit WSCH increased at all colleges, and more than doubled districtwide. By Fall 1991, it was more than a fifth of District WSCH, and a plurality at Southwest. Most credit Developmental WSCH was in ESL and in lower level English and Math. Those classes were staffed largely by hourly instructors, many of whom were laid off in the cutbacks of Fall 1992. That semester saw a sharp drop in WSCH and enrollment at Southwest, and a 13 point percentage decline in Developmental WSCH. A similar drop occurred at City. Districtwide, Developmental WSCH dropped to its lowest percentage in five years. Occupational WSCH was little changed after increasing sharply the previous year; its district share in Fall 1992 stood at its highest level since 1988, largely at the expense of Prerequisite and Developmental. Only Liberal Arts WSCH actually increased, as its percentage rose to a more typical level of 48%.

WSCH by Course Transfer Status (Table and Figure 19) As comparison of Figures 18 and 19 show, the trends in Table 19 run closely parallel with those in the previous table. WSCH in courses transferable to CSU and UC is slightly larger overall than liberal arts WSCH because it also includes some occupational courses, but its fluctuations almost match those of liberal arts.

The non-transferable line in Figure 19 is almost the same as the prerequisite and developmental line in Figure 18, but it is higher because some occupational WSCH is non-transferable. But almost two-thirds of non-transferable WSCH is developmental, including much ESL and lower-level English and Math courses, many classes of which have been taught by hourly instructors. The lines on both charts dipped down in Fall 1992, refelcting hourly cutbacks that especially impacted these low-level offerings. ESL class cancellations in Fall 1992 caused non-transferable WSCH to drop by 12 percentage points at Southwest, where it had been a majority the year before. Substantial losses in this category occurred also at City, Mission and even Trade-Tech, where more than half of WSCH is still not transferable.

Courses transferable to CSU only are almost all occupational, but do not include all occupational WSCH, so their line is at a lower level. Their WSCH has stabilized in recent years, with less up-and-down variation than all occupational WSCH. This year the CSU WSCH declined slightly while increasing its overall percentage. A fifth of WSCH at Valley, City and Harbor falls into this category, while its smallest share is at Trade-Tech.

Only "totally" transferable WSCH actually increased districtwide in Fall 1992, and its percentage rose at all colleges except East and Valley. Pierce has the highest share of UC-CSU transferable WSCH, over two thirds, followed by East, Harbor and Valley, each with about 60%. Only a fourth of Trade-Tech's WSCH is transferable to UC, but this represents a slight increase. Overall trends in both Tables 18 and 19 indicate that transfer-bound liberal arts majors were the student group least afflicted by class cutbacks in Fall 1992.

Summer Session (Table 20 and Figures 20.1 and 20.2) Student demand for summer classes has always exceeded supply, and class cutbacks in fall and spring may have increased the need for them, as some students try to earn units they could not get in the regular school year. But the summer session has always been a lower funding priority than the fall and spring semester, and colleges even have the option of not offering summer classes.

A reduction in 1991 summer offerings caused a 17% overall reduction in WSCH; there was a slight 5% recovery the following summer. City's program even surpassed its 1991 level, with the largest summer enrollment and WSCH of Summer 1992, follwed closely by Valley. Harbor's program almost disappeared, while Mission's summer session rebounded to levels almost twice as high as 1990. Such wild fluctuations may recur at other colleges, as overall funding remains uncertain.

PACE and ESL (Tables 21.1 - 21.3, Figures 21.1 and 21.2) These two specialized programs have become well established and permanent features of the Los Angeles Community Colleges, as they fill long-standing educational needs.

In 1992 enrollment in the Project for Adult College Education (PACE), designed to serve older working students, declined for the second year from its districtwide high point in 1990. Since 1987 Mission has had the largest PACE enrollment. Until 1991 Trade-Tech's was the smallest in this liberal arts program, before a decline in Southwest's PACE WSCH. Most disciplines offered under PACE vary from semester to semester and college to college, so there is no attempt to plot trends. Humanities has been included most often, and in Fall 1992 was given at all seven colleges offering the program. Geography, rarely offered under PACE, was second in WSCH to Humanities this year.

The strong growth in ESL in recent years has been spurred by the Amnesty program, which offers noncredit ESL and citizenship instruction for qualified immigrants. In Fall 1988, the first semester of Amnesty, non-credit ESL WSCH mushroomed from almost nothing to over 12,000 districtwide. The following year it almost doubled, bringing ESL WSCH and enrollment to its high point. That year, noncredit ESL was offered on every campus except East and Harbor. Beginning in Fall 1990, Amnesty enrollment tapered off, as clients completed the program and no new persons could be admitted. By Fall 1992, noncredit WSCH was ony a fifth of its 1989 level, and headcount enrollment of students taking only noncredit ESL classes had almost totally vanished, after increasing the previous year. Both credit WSCH and enrollment in ESL dropped substantially in 1992 as hourly cutbacks caused Southwest's ESL WSCH to drop by 38% in the Fall semester. ESL is unlikely to regain its former enrollment without special support to fund hourly instruction.

Since 1989, by far the greatest share of the District's ESL WSCH has been produced under the new ESL discipline, which is still offered at only five colleges. Until Fall 1992 most of City's long-established ESL program, with the largest WSCH in the District, was offered under Developmental Communications. That semester the College assigned those courses to the new discipline, to be administered by the English Department, with additional classes in English and Speech. City's program continued to grow for the second year, in spite of cutbacks in hourly-taught classes. Mission's ESL was in second place, with a sizeable share still in noncredit classes, and Southwest's much reduced program was third, almost all in the ESL discipline. Harbor, always with the smallest program, dropped below 2,000 WSCH for a four-year low.

Instructional Television (ITV) (Table 22, Figures 22.1 and 22.2) Like PACE, ITV attempts to bring college instruction to a clientele with limited access to regular college programs. This year's enrollment increased slightly in the fall and spring, and by over 40% in the summer. Both enrollment and WSCH enjoyed a fifth year of increase. Spring and fall levels are the highest since the mid-80s, and summer WSCH and enrollment are at record levels. Once summer WSCH is divided by three to compensate for a shorter term with increased weekly hours, fall is seen to have the biggest enrollment and WSCH.

Community Services (Table and Figure 23) Enrollment in Community Services classes peaked during the early eighties, and has declined under the requirement that the classes be self-supporting. Sharp fluctuations in Community Services enrollment have taken place at Valley College, where an inexplicable enrollment surge took place in Spring 1990. In that semester, over 14,000 students enrolled in avocational classes. In the past two years, enrollment has returned to more normal levels, with Pierce's program resuming its usual first place. Mission's enrollment fell back from its surge the previous year. Other programs did not increase or decline significantly.

Student Performance and Articulation

Retention (Tables 24.1 and 24.2, and Figure 24) As Figure 24 shows, districtwide retention rates have tended to increase since the late seventies, and day rates have run slightly ahead of evening, although In 1990 bring about the rise of retention rates in the early eighties. In Fall 1982, funding was withdrawn from avocational/recreational courses, and in the following year, fees for early course withdrawal were imposed. These policies may have helped bring about a five-point districtwide increase in evening retention in Fall 1983. By Fall 1984 the fees were eliminated, but the enrollment fee was introduced. These changes discouraged casual attendance, and favored the more serious, committed student. They also coincided with an increase in the proportion of continuing students (See Table 11). With a partial recovery in enrollment in the late eighties, retention rates declined slightly and stabilized. Currently,the only conspicuous difference between colleges is Mission's high evening retention, the only one over 80%, which coincides with a large proportion of older working students, even with the new campus.

Table 24.2 seeks to trace the success or failure of the almost 10,000 students who enrolled for the first time in LACCD colleges in Fall 1989 without any transfer credits, while stating goals of earning a community college degree and/or transferring to a four-year institution. Their characteristics are matched with the extent to which they persisted in enrolling in succeeding semesters, or graduated. Their success rate is obtained by adding percentages for persistence and graduation. A missing (because unavailable) indicator of success is the percentage who transferred within the three-year span without obtaining a degree or certificate.

At the end of three years, less than 4% of the cohort had graduated, and little more than a fifth were still enrolled in an LACCD college. Among ethnic groups, blacks were consistently lowest rated in all years while Asians were highest. Hispanics were less persistent than whites in the first year, but pulled ahead in the two succeeding years. Successful students were more likely to be under 20, seeking to transfer with or without a degree, attending full-time, and attending day classes. Females were slightly ahead of males in the later years. It is possible that when the time span is extended to five years and beyond, there will be more leveling out of distinctions, with older, evening, and part-time students showing higher graduation rates, since they would take longer to fulfill the requirements. But the omission of no-degree transfers will keep success rates below what they actually should be.

Grade Distribution (Table 25) The distribution of grades is one of the least variable measures of student performance. There has rarely been more than a single point of change from year to year in the percentages of grades awarded, either at the colleges or at the District level. Mission's A and C percentages underwent some fluctuations in 1988 and 1989. This year Valley and Pierce have relatively high A percentages, while Southwest's share of that grade has been the lowest in all years.

Transfer to Four-Year Institutions (Tables and Figures 26.1 and 26.2) The overall decline in fall transfers from District colleges has been more severe and prolonged than the statewide downturn. Total state transfers declined 14% from Fall 1978 to a low point in Fall 1986, from which they increased 13% by Fall 1990, their highest point since the 70s. In Fall 1991, the latest semester for which state-level transfer data is currently available, the statewide total declined slightly, due to a drop in transfers to CSU. But the total figure is still over 36,000 students. Transfers from the District to state four-year schools dropped at a sharper rate during the same period, down 40% from 1978 to 1986. For three years they were virtually unchanged, lagging behind increases in enrollment; In 1990 they rose to 1985 levels, still far from the statewide recovery rate. (Transfers to private institutions, always a partially unknown quantity, declined slightly in 1990; figures are not yet available for 1991 or later.) The upward trend in UC transfers may be attributed to the Transfer Alliance Program, which has improved articulation between participating colleges and UCLA. The establishment of transfer centers at the colleges in the mid 80s may also have helped increase transfer numbers a few years later. Transfers to UC schools from Los Angeles Community Colleges continued to increase in Fall 1991, by 10%. But CSU transfers dropped by 9%, greater proportionally than the state decline.

The distribution of transfers among colleges has changed little through the years. Pierce and Valley have been in first and second place. City and East occupy the next plateau, with City usually in the lead; in 1990-91, East pulled ahead in full-year transfers. Harbor has led West in both categories, and Southwest continues to exceeded Mission's totals.

Awards (Table 27) The total number of awards granted in 1991-92 was higher than its all-time low the previous year, but still well below levels of the early 80s. The 1990-91 nadir occurred five years after a year

that marked a low point in the number of students enrolled in all District colleges, and may have been the result of enrollment recession in the mid 80s. It may take another year or two before the numbers of degrees and certificate awards reflect the enrollment increases of recent years. A recent study of a cohort receiving degrees in Spring 1989 revealed a median time of 4.25 years spent before the degree was obtained (see *The Myth of the Two-year College*, RPA September 1990).

In 1991-92 the districtwide total of degrees increased more than the decline in the number of certificates. Pierce has awarded the most degrees since 1985, but relatively few certificates, so it is second to Trade-Tech., which has been the highest in the District in total awards since 1981. The startling reduction in East's certificate tally may be due to incomplete reporting.

Special Services

Disabled, EOPS, Financial Aid, Foreign Students (Table and Figure 28) All these special groups continued to increase substantially in 1991-92, the latest fiscal year for which final data is available. The number of students receiving Financial Aid rose by over 2,000 districtwide, a 22% increase. As in all previous years, City had the largest clientele, but the greatest increases occurred at Pierce and Valley, where recipents almost doubled in number. The surge coincided with an increase in per-unit fees, whch had an impact even on campuses with relatively higher-income students.

The continued increase in disabled students was driven by provisions of the Americans with Disabilities Act, passed in 1990. Only Harbor's program did not enjoy an increase; it and West have almost identical numbers, the District's smallest totals. After a 27% yearly increase, Pierce surpassed City and Valley to become the District's largest disabled program,

With more than a third of the District's EOPS population, City continued to have the only such program with consistently more than a thousand students. The District's EOPS population is the highest since 1980, but is still little more than half that figure, which was cut down following a clampdown on noncompliance. Trade-Tech and Pierce, each with less than a third of City's total, are virtually identically in second place. Even Harbor's smallest program grew by more than a third in 1991-92. City and Mission were again the only colleges whose EOPS populations were greater than the number receiving regular Financial Aid.

The overall number of tuition-paying foreign students continued to grow, although at a slower rate than the previous year. City has regained its leadership in foreign student accomodation from East, although it is only marginally ahead. Southwest, with the smallest foreign enrollment, is the only college whose foreign population has suffered continuous decline in recent years.

Amnesty (Table 29) The highest Amnesty program enrollment occurred, as expected, during the first year of full implementation after the 1987 deadline for application. From its high point in 1989-90, Amnesty enrollment has dropped 59%, by 4,728 students. All but a handful of remaining program participants are also enrolled in credit college classes. Non-credit Amnesty classes will be offered until all applicants have been processed and have completed course requirements. Enrollment is highest at Mission, City and Southwest, whose areas have large alien populations who cannot be fully served by facilities of the Los Angeles Unified School District. Enrollment increased slightly at Harbor and significantly at Valley in 1991-92, while contact hours at Valley actually declined. These irregularities may occur because some applicants delayed by late processing finally entered the program, while others are probably carrying lighter hour loads as they approach completion.

Fiscal and Personnel Resources

General Fund Income (Table and Figure 30) Measuring current income and expenditures in "real", constant 1979 dollars reveals the erosion of basic financial support for community colleges. By this measure, Los Angeles Community Colleges are being funded at less than four-fifths of the level at the beginning of the 80s. The General Fund in 1991-92 was also 4% below the previous year in constant dollars. This year's rise in local tax revenue and fees offset a decline in state support, but the failing Los Angeles economy may weaken support from local sources in the near future. In 1991-92 State support fell over 5%, by more than $8 million, to its lowest percentage ever. The federal share of funding, which is almost all categorical, declined 58% during the first half of the decade; much of this loss can be traced to the end of the Metropolitan College program for overseas military personnel. This year federal funding increased by over two million dollars after declining in 1990-91. But it is still far below the 1979 level, even in inflated dollars.

General Fund Expenditures (Table and Figure 31) The percentage of instructional expenditure remained constant until 1989-90, but this may represent an actual increase, since department chair expenses have been fully assigned to administration since 1984-85. 1989-90 saw a 16% increase in instructional expenditures due to a one-time disbursement of a state budget surplus, along with the introduction of program-based funding, which brought the percentage of instruction to over 50% of expenditures for the first time since 1985; in the following year, the instructional costs and percentage dropped back to previous levels. Also in 1989-90 the State required that Department Chairs be reported as part of Instruction on the 311 Budget Report. In 1990-91, they reversed that decision, and the Chairs were again included under Instructional Administration, causing an apparent spending increase in that category. This year Department Chair expenditures fell by less than $100,000 from 1990-91, but administration costs dropped by almost $6 million, causing an overall 28% decline in this area.. Instruction costs rose 2% by $3 million; they are now once again more than 50% of total expenditures.

Support Service percentages have hardly changed in recent years; only admissions has increased significantly since 1980. Spending per ADA in constant dollars has fluctuated, with increases most often corresponding to decreases in enrollment, and vice versa. The new FTE yearly totals average 17% more than their equivalent in ADA; by this measure, this year's spending per reimbursement unit shows a 6% decline from 1990-91.

Basic Program Expenditures (Table 32) In 1991-92 total District expenditures fell by 5% in current dollars from 1990-91, in a year when the Los Angeles regional consumer price index rose by 4.2%. Some of this decline must be attributed to a lower figure for employee benefits, which this year are listed as actually charged to a single districtwide account; in previous years, each college's benefit costs were estimated by formula, but the resulting figure was usually greater than the actual districtwide expense. As it is, almost half of the total cost of the District Office can be attributed to the Employee Benefits account.

Mission was the only college at which the percentage of expenditures for classified employees exceeded that for regular instructors; the latter was by far the smallest in the District. West had the highest percentage of hourly instruction costs, followed closely by Southwest and Trade-Tech; most of these are in vocational programs and ESL. Support expenditures are virtually unchanged from last year, both at the colleges and districtwide.

Special Purpose Expenditures (Table 33) Expenditures in Cafeteria and Community Services declined sharply early in the decade, as enrollment decreased and Community Services was mandated to become self-supporting. Cafeteria expenses have come under critical scrutiny in recent years. After 1989-90's 23% increase, which was entirely in personnel costs, expenses have declined slightly. Community Services expenses have increased to their highest level since the early 80s. Costs at Bookstores and Child Development Centers have been driven up with enrollment recovery; Bookstore increases have occurred proportionally more in inventory and overhead than in personnel. Even CDCs have had to spend more than three times as much this year on facilities and supplies than in 1990-91. Both International Education and Instructional Television benefited in 1988-89 from a one-time disbursement of budget surplus funds for instructional programs, and expenditures rose 15% and 48% respectively. Since then, they have held costs close to or below the levels of that year. This year, personnel costs declined as overhead and supply expenses rose, for a slight overall increase in both areas.

Special Service Expenditures (Table 34) Financial Aid expenses have followed trends in enrollment, with a high point in 1980-81, followed by a 27% decline to 1985-86, and a subsequent recovery. This pattern was broken in 1991-92 with a two-thirds surge in awards districtwide, following an increase in student fees. College increases ranged from 46% at Southwest to 232% at Pierce, as newly-eligible applicants were most numerous in more affluent student bodies. All colleges were at record levels, with City, East and Trade-Tech in front, as usual.

EOPS expenditures have not kept pace with enrollment changes; their overall trend has been downward in real terms since the beginning of the 1980s. In 1991-92 spending declined for the second year districtwide to a record low in constant dollars, reflecting continuing cutbacks at the State level. As funding declined, enrollment continued to increase districtwide and at all colleges except Southwest, where it was identical to the 1990-91 figure (See Table 28).

The surge in Special Project Grants was led by Title III programs, which have been gained by all colleges except Harbor and Valley. Grants from private sector sources are fewer and smaller.

Vocational Funding (Table 35) State vocational programs were scaled back in the mid-80s, contributing to an overall decline in employment training support, which has fluctuated wildly in recent years. In 1991-92 the largest single campus-level grant for Employment Training was to West, from the United Auto Workers Labor Training Corporation, for the new Hazardous Materials Technician Program. Most of the District-administered funding in Employment Training was for GAIN programs.

Trends in District-allocated VEA funds have followed trends in overall enrollment, as yearly awards declined in the early 80s, and have recovered slightly since 1984-85. District totals have varied less than 10% in the last seven years, but are far below levels at the beginning of the decade in constant dollars.

Personnel Distribution (Tables 36.1 and 36.2) Benchmark employment goals for minorities (Asians, Blacks and Hispanics) have been updated to better match their shares of the Los Angeles area population, as revealed by the 1990 census. They vary slightly according to which job category they are assigned. In all categories, the benchmarks for Hispanics are below their percentage of the actual District service area. This is also true for blacks in all categories except service/maintenance. In contrast, all Asian benchmarks are above the corresponding service area percentage. In all categories, Hispanics are employed at rates far below even their reduced benchmarks. They are only 11% of District faculty, little more than half their 21% benchmark, and about a third of their 34% share of area population. The discrepancy is even greater in Professional/Non-faculty and Technical/Paraprofessional. Blacks, on the other hand, are above their benchmark rate in all categorees except Hourly Faculty and Skilled Crafts, and Asians are below benchmark only in Skilled Crafts. There have not been significant percentage changes among ethnicities in District faculty and staff since 1985, perhaps because restrictions on hiring allow little opportunity to recruit more minority employees.

Females surpass their benchmark in the Professional/Non-Faculty, Technical/Paraprofessional, and Secretarial/Clerical categories. Their share of administration has increased significantly over the last decade, but is still little more than a third. They are also well below their goals in both faculty and service/maintenance, and are absent from skilled crafts. Their percentage of regular faculty has increased since 1980 at a far lower rate than minorities overall.

In 1992-93 the total number of District employees declined for the fourth straight year, but slightly, and not at all colleges nor in all categories. There were a few more employees at Mission, Pierce, Trade and Valley, and there were eleven more administrators in the entire District. The only significant drop in any category was in Hourly Faculty, where 85 positions were lost. Of course, the number of individuals employed does not necessarily indicate full-time equivalents, which is the true measure of costs. And there is some redundancy between Hourly Faculty and other categories, since some regular full-time employees teach college classes part-time.

Community Characteristics
and
Attendance Patterns

- **An updated edition of this section, along with supplementary tables, graphs and narrative, will be published as a special report in the near future.**

Student and Enrollment Characteristics

- **The LACCD educates 10% of California's community college students, and represents 2.5% of national enrollment in community colleges. The District suffered a severe enrollment decline in the mid-1980s. It has since begun to recover, but all colleges except Mission are below their 1980 enrollment levels.**

- **Women have been a majority of District students since the late 1970s. Only at Trade-Tech are they a minority.**

- **Asians and Hispanic students have increased in numbers and percentages over the last decade. The percentage of black students has remained stable after declining during the 1980s. Whites have declined steadily since 1975.**

- **The student body has aged since the 70s, as the baby boomers grow older. The percentage of students under 20 has declined as older groups have increased. Students under 25 are a headcount minority, but take more classes and produce most of the District's reimbursable FTE. Older students tend to take fewer classes and attend more in the evening.**

- **Trade-Tech has the greatest portions of full-time and day students, while Mission and West have the largest majorities of part-timers and those taking evening classes.**

- **More than a third of all students state vocational goals, while a fourth plan to transfer to four-year schools. Over 26% of students either have not decided on a specific educational goal, or leave the goals question unanswered.**

ENROLLMENT BY COLLEGE, DISTRICT AND STATE

Tables 3.1 through 3.4 show the full span of District enrollment from the early sixties, and for the State since 1972. National credit enrollment figures were obtained from the federal Department of Education's National Center of Educational Statistics, The latest period for which national data has been collected is Fall 1989, and Fall 1991 is the most recent semester for statewide data. Blank spaces for Mission, Southwest and West indicate the years before these colleges were established. The Graphs illustrate data only through Fall 1991, except for Figure 3.3, which extends only through Fall 1989. This limitation is imposed by the availability of data, and to allow easier comparison of District, State and National trends.

Non-credit course enrollment is tallied from 1986, when it grew to significant levels at several colleges. These numbers represent reimbursement-generating enrollment, and do not include recreational/avocational classes offered through community services; these data are not currently available for any year at the national level. The first census non-credit numbers listed here include students also taking credit classes. They must be considered substantially lower than total semester non-credit enrollment, since classes are often modular, not full or not even begun by first census, and reporting by colleges to the District data base has frequently been delayed. But full-year non-credit enrollment has been included to determine FTES or ADA, when it is reimbursable.

TABLE 3.1

UNDUPLICATED FIRST CENSUS CREDIT ENROLLMENT BY COLLEGE

FALL 1964 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1964	15,306	9,770	4,867	---	9,420	---	14,944	13,723	---	68,030
1965	16,922	9,804	5,853	---	11,139	---	15,447	15,000	---	74,165
1966	18,023	12,359	6,363	---	12,207	---	14,545	15,983	---	79,480
1967	18,137	13,136	6,712	---	12,636	1,044	14,233	16,258	---	82,156
1968	18,745	13,043	7,493	---	14,128	2,537	14,224	18,042	---	88,212
1969	17,463	13,014	7,852	---	14,617	2,525	15,688	17,028	3,282	91,469
1970	18,069	13,606	8,408	---	16,000	2,940	15,433	18,481	4,239	97,176
1971	17,802	14,042	9,130	---	16,317	3,858	15,645	19,066	4,832	100,692
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	101,515
1973	19,185	15,626	10,050	---	17,335	4,387	16,524	18,609	5,700	107,416
1974	23,514	16,833	10,736	---	21,206	4,655	18,155	21,323	7,240	123,662
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	134,472
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	123,154
1977	19,535	15,763	11,812	3,060	22,654	7,119	17,306	21,796	8,712	127,757
1978	18,776	14,998	11,357	2,678	21,700	6,068	15,695	21,412	10,041	122,725
1979	18,701	16,026	11,681	3,025	22,852	7,450	15,993	22,055	11,407	129,190
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	132,475
1981	20,492	17,772	12,541	4,023	23,770	8,049	17,130	22,671	11,085	137,533
1982	20,169	17,709	11,786	4,589	23,721	7,165	16,415	22,358	10,825	134,737
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	108,228
1990	16,326	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,729	9,768	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	114,917

Source: Enrollment and Attendance Reports, 1964 through 1982, and Computer Report CCAF130, Office of Attendance Accounting, Educational Services Division, 1983 through 1992. Enrollments do not include ITV.

TABLE 3.2

UNDUPLICATED FIRST CENUS NON-CREDIT ENROLLMENT BY COLLEGE

FALL 1986 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1986	419	---	422	---	120	---	94	---	---	1,055
1987	493	344	126	---	13	8	133	---	---	1,117
1988	974	384	398	7	---	857	485	---	---	3,105
1989	1,611	283	276	544	71	808	727	76	74	4,470
1990	312	178	639	645	---	513	653	41	38	3,019
1991	139	116	779	614	---	537	623	36	3	2,847
1992	152	36	30	304	---	477	255	43	---	1,297

Source: Census Class Enrollment Report D3900, Office of Attendance Accounting, Educational Services Division, 1986 through 1992.

TABLE 3.3

DISTRICT, STATE AND NATIONAL CREDIT ENROLLMENT, FALL 1972 - FALL 1991

	Los Angeles Community Colleges		California Community Colleges		U.S. Community Colleges	
	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year
1972	101,515		921,944		2,640,939	
1973	107,416	5.8	1,009,306	9.5	2,889,621	9.4
1974	123,662	15.1	1,136,478	12.6	3,285,482	13.7
1975	134,472	8.7	1,101,548	13.1	3,836,366	16.8
1976	123,154	-8.4	1,075,462	-2.3	3,751,786	-2.2
1977	127,757	3.7	1,115,874	5.3	3,901,769	4.0
1978	122,725	-3.9	1,046,128	-12.3	3,873,690	-0.7
1979	129,190	5.3	1,095,932	7.6	4,056,810	4.7
1980	132,475	2.5	1,124,522	10.9	4,328,782	6.7
1981	137,533	3.8	1,211,845	3.4	4,480,708	3.5
1982	134,737	-2.0	1,164,195	-5.5	4,519,653	0.9
1983	118,538	-12.0	1,049,276	-7.7	4,459,330	-1.3
1984	101,300	-14.5	949,784	-6.0	4,279,097	-4.0
1985	91,779	-9.4	975,233	0.1	4,269,733	-0.2
1986	102,533	11.7	1,050,132	7.7	4,414,129	3.4
1987	102,209	-0.3	1,087,678	3.6	4,541,054	2.9
1988	105,000	2.7	1,130,505	3.9	4,615,487	1.6
1989	108,228	3.1	1,195,390	5.7	4,820,771	4.4
1990	110,690	2.3	1,205,565	0.9		
1991	116,940	5.6	1,218,614	1.1		

Sources: TOTAL AND FULL-TIME ENROLLMENT, CALIFORNIA INSTITUTIONS OF HIGHER EDUCATION, Fall 1983 through Fall 1987, Department of Finance, Sacramento, California; California Postsecondary Education Comission (CPEC)Data Abstracts, Fall 1988-91; STUDENT PROFILE, CPEC, 1990; Digest of Educational Statistics, National Center for Educational Statistics, U.S. Department of Education, 1989.

TABLE 3.4

DISTRICT AND STATE NON-CREDIT ENROLLMENT, FALL 1986 - FALL 1991

	Los Angeles Community College District		California Community Colleges	
	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year
1986	1,055		172,931	
1987	1,117	5.9	173,681	0.4
1988	3,105	178.0	203,524	17.2
1989	4,470	44.0	212,304	4.3
1990	3,019	-32.5	188,998	-11.0
1991	2,847	-5.7	156,065	-17.4

Sources: TOTAL AND FULL-TIME ENROLLMENT, CALIFORNIA INSTITUTIONS OF HIGHER EDUCATION, Fall 1986-Fall 1988; STUDENT PROFILES, California Postsecondaty Education Commission, 1989-1992; Data Processing Report D3900, 1986-1991, LACCD.

FIGURE 3.1: DISTRICT UNDUPLICATED CREDIT ENROLLMENT, FALL 1972 - FALL 1991

FIGURE 3.2: UNDUPLICATED CREDIT ENROLLMENT IN CALIFORNIA COMMUNITY COLLEGES FALL 1972 - FALL 1991

FIGURE 3.3: NATIONAL UNDUPLICATED COMMUNITY COLLEGE ENROLLMENT
FALL 1972 - FALL 1989

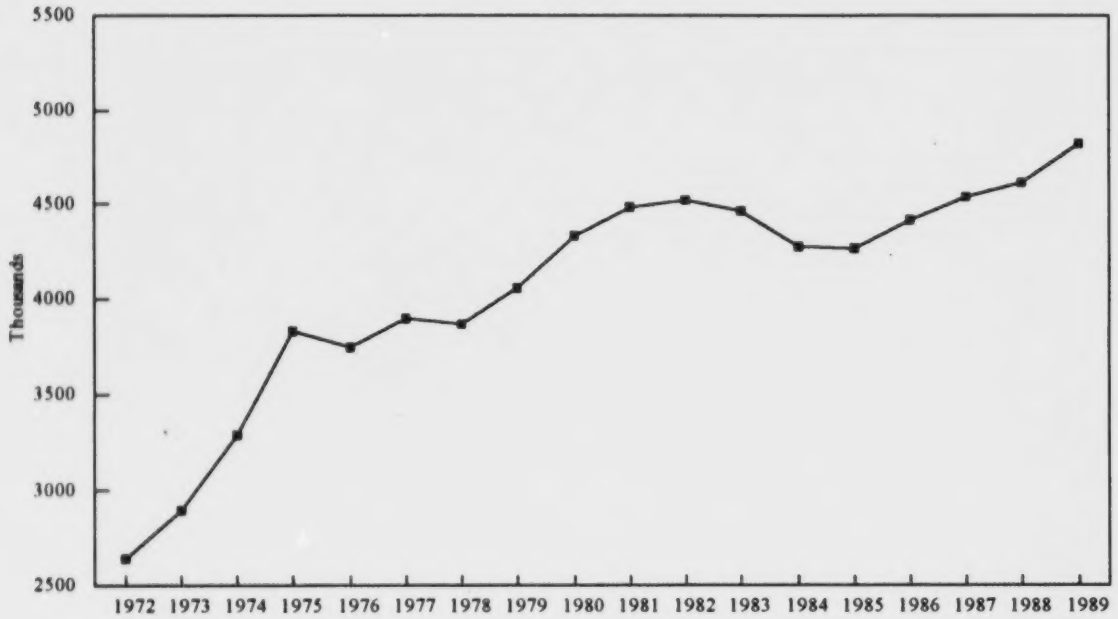


FIGURE 3.4: DISTRICT NON-CREDIT ENROLLMENT, FALL 1986 - FALL 1991

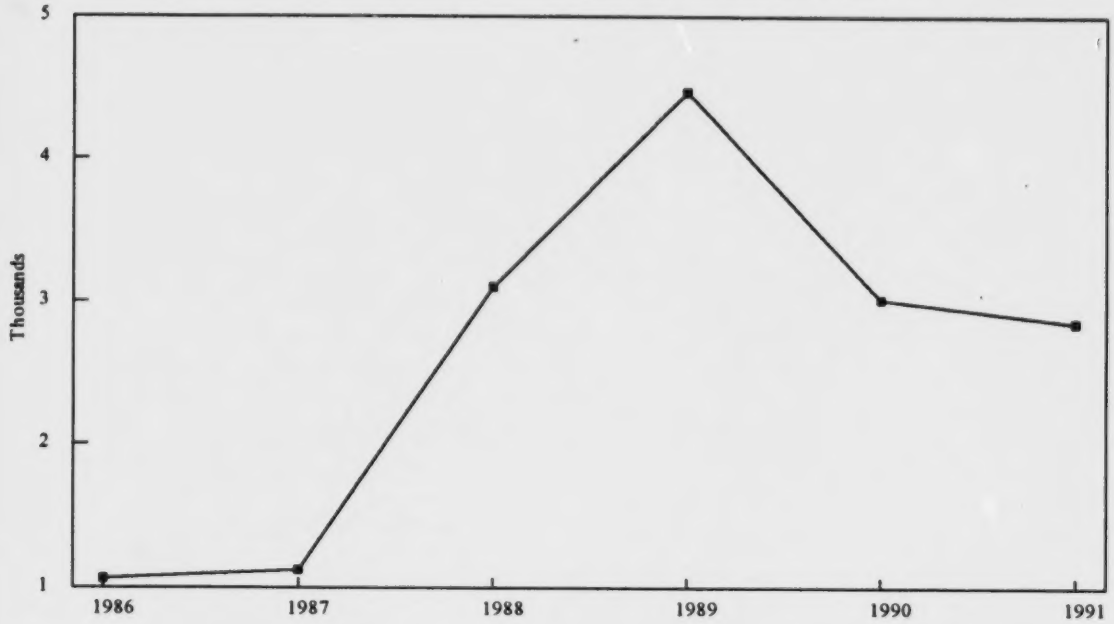
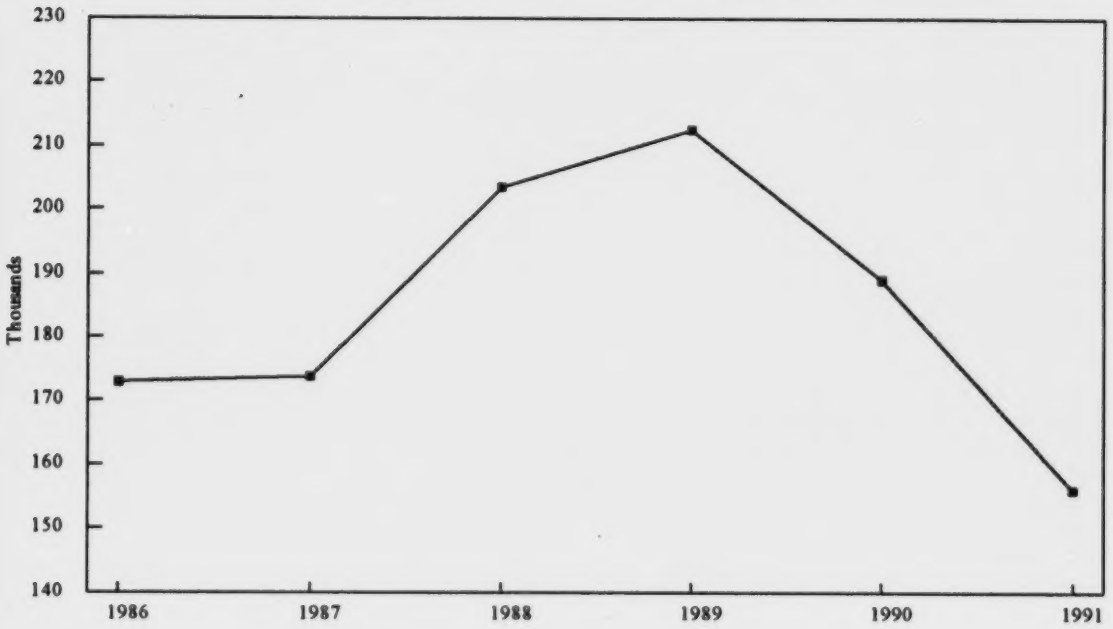


FIGURE 3.5: STATE NON-CREDIT ENROLLMENT, FALL 1986- FALL 1991



MEASURES FOR REIMBURSEMENT

This table covers the two measures that have been used to determine reimbursement by the State for college enrollment. Up to 1991-92, the measure used was Average Daily Attendance (ADA), which has been replaced by FTES (Full -Time Equivalent Student) with the introduction of program-based funding. Both are obtained by formulas that vary according to the different ways in which class participation is measured; i.e. weekly student contact hours (WSCH), positive attendance, daily student contact hours, or independent study.

For example: the ADA for WSCH-measured classes, which "cross" both censuses,was obtained by averaging first and second census enrollment for both semesters; multiplying this average by a discount factor of .911, which represents a hypothetical percentage of enrolled students actually attending classes; multiplying this figure by 35, which represents the number of weeks for both semesters; and dividing the result by 525, which would be the attendance hours per year of a student attending classes fifteen hours a week. Other types of classes use different formulas up to the final step, but 525 was the standard yearly load divisor equalling one ADA.

The formula for calculating FTES is similar, but simpler, since it is accompanied by the elimination of both second census and the .911 discount factor. First Census WSCH is multiplied by the 35-week annualizer, and divided by 525. Of course, the resulting figure is larger than its ADA counterpart.

The positive attendance formula has been used to calculate both ADA and FTES for classes that do not meet at regular hours or that operate on an open-entry exit basis. By law, all non-credit classes must be counted as positive attendance. Under the formula, the actual attendance of each student for each hour is counted, and divided by 525 to obtain the FTES figure.

Summer school classes are counted under the daily census procedure, which is similar to first census. The enrollment for each of two days, which are respectively 20% and 60% of the way through the semester, is averaged, then multiplied by the number of days the class is in session. The product is then divided by 525.

Under program-based funding, four categories of funding additional to instruction are also included in the total FTES count: instructional support such as libraries; student services; maintenance and operations; and administrative overhead. Factors other than class enrollment to be measured will include size of library collections, square footage of facilities, number of employees, and head count enrollment, among others. All are counted in terms of the FTES they generate. By itself, the new format should not increase funding significantly, although it gives colleges a longer interval between enrollment declines and decreasing revenue.

TABLE 4.1

AVERAGE DAILY ATTENDANCE (ADA) BY ACADEMIC YEAR, 1969/70 - 1990/91

Year	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1969/70	13,173	7,924	5,896	---	9,958	1,784	11,428	10,785	2,307	63,255
1970/71	12,673	8,078	6,097	---	10,290	2,092	11,070	10,894	2,626	63,820
1971/72	12,646	8,211	6,326	---	10,915	2,535	11,550	10,507	2,963	65,653
1972/73	12,423	8,676	6,185	---	10,934	2,449	11,649	10,197	2,920	65,433
1973/74	12,653	9,711	6,535	---	11,200	2,667	12,632	11,160	3,390	69,948
1974/75	14,129	10,888	7,261	238	13,247	3,183	14,025	12,935	4,035	79,941
1975/76	15,805	11,820	7,987	1,152	14,097	3,828	14,436	14,258	4,027	87,410
1976/77	12,447	9,732	6,716	1,065	12,279	3,428	12,636	11,771	3,716	73,790
1977/78	11,992	8,911	6,741	1,304	12,250	3,758	12,047	11,367	4,668	73,038
1978/79	10,610	8,026	6,140	1,053	10,887	3,400	10,372	10,360	4,524	65,372
1979/80	11,020	8,892	6,671	1,069	12,058	4,212	10,725	10,850	5,234	70,731
1980/81	11,178	8,837	6,350	1,127	11,490	3,755	11,110	10,368	5,338	69,553
1981/82	11,437	9,186	6,616	1,391	12,230	4,002	11,140	10,320	5,100	71,422
1982/83	11,282	9,461	6,472	1,528	11,727	3,647	11,194	10,390	4,906	70,607
1983/84	9,542	7,993	5,197	1,341	10,318	2,963	9,959	8,954	4,109	60,376
1984/85	8,892	6,826	4,561	1,157	9,550	2,245	9,004	7,943	3,446	53,624
1985/86	7,735	6,298	4,343	1,359	8,839	1,698	8,278	7,415	3,020	48,985
1986/87	7,897	6,614	4,661	1,895	9,278	2,126	8,246	7,943	3,654	52,314
1987/88	7,464	6,446	4,586	1,932	9,041	2,210	7,804	8,019	3,613	51,115
1988/89	7,747	6,810	4,532	2,115	9,110	2,514	8,020	8,153	3,766	52,767
1989/90	8,514	7,386	4,635	2,426	9,402	2,836	7,973	8,505	4,065	55,742
1990/91	8,860	7,553	4,763	2,983	9,382	3,599	8,110	8,769	4,212	58,231

Source: Enrollment and Attendance Reports, 1977-1982, and ADA Report CCAF320, Office of Attendance Accounting, 1983-1991. ITV's ADA, which was 484 in 1981/82 and 265 in 1990-91, was included in the District total until 1989-90, when it was assigned to City College.

TABLE 4.2

STUDENT FULL-TIME EQUIVALENT (FTES) BY ACADEMIC YEAR, 1987/88 - 1992/93

Year	City*	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District*
1987/88	8,904	7,544	5,406	2,217	10,797	2,666	9,061	9,670	4,338	60,798
1988/89	9,234	8,074	5,389	2,420	10,980	2,966	9,319	9,785	4,510	62,932
1989/90	10,056	8,635	5,433	2,688	11,211	3,252	9,206	10,086	4,806	65,623
1990/91	10,101	8,787	5,569	3,365	11,142	4,141	9,388	10,338	5,003	68,169
1991/92	10,257	8,880	6,051	3,867	11,305	4,508	10,234	10,837	5,151	71,466
1992/93	10,698	9,068	5,466	3,990	10,884	3,812	10,358	10,590	4,905	69,770

Source: Apportionment Attendance Report CCAF320, Office of Attendance Accounting, Educational Services Division.

*City's 1992/93 figure includes ITV, which was 450 that year. In all other years, ITV's FTES is included in the District total only.

FIGURE 4.1: DISTRICT AVERAGE DAILY ATTENDANCE, 1971/72 - 1990/91

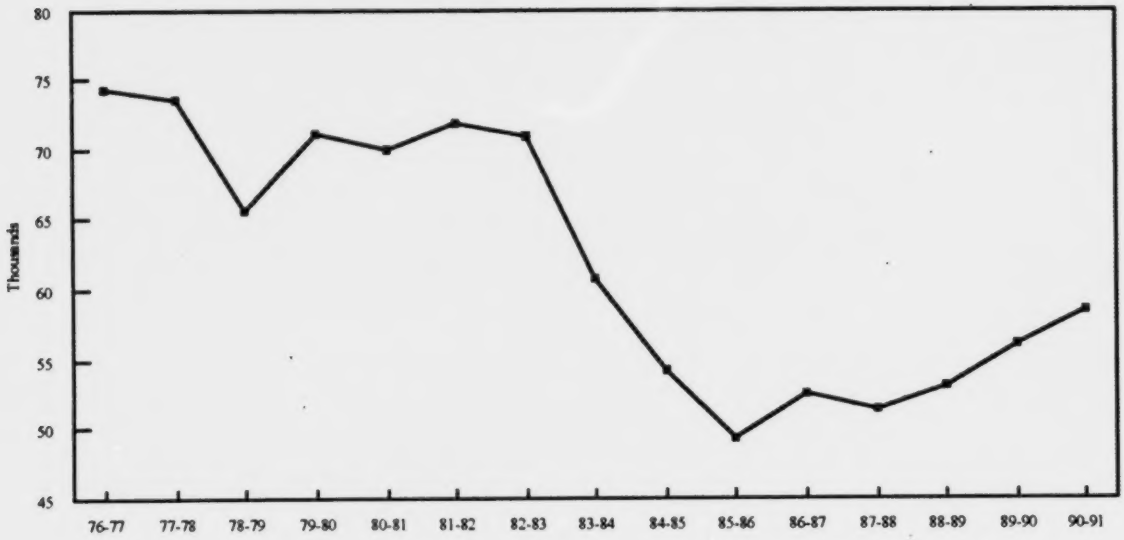
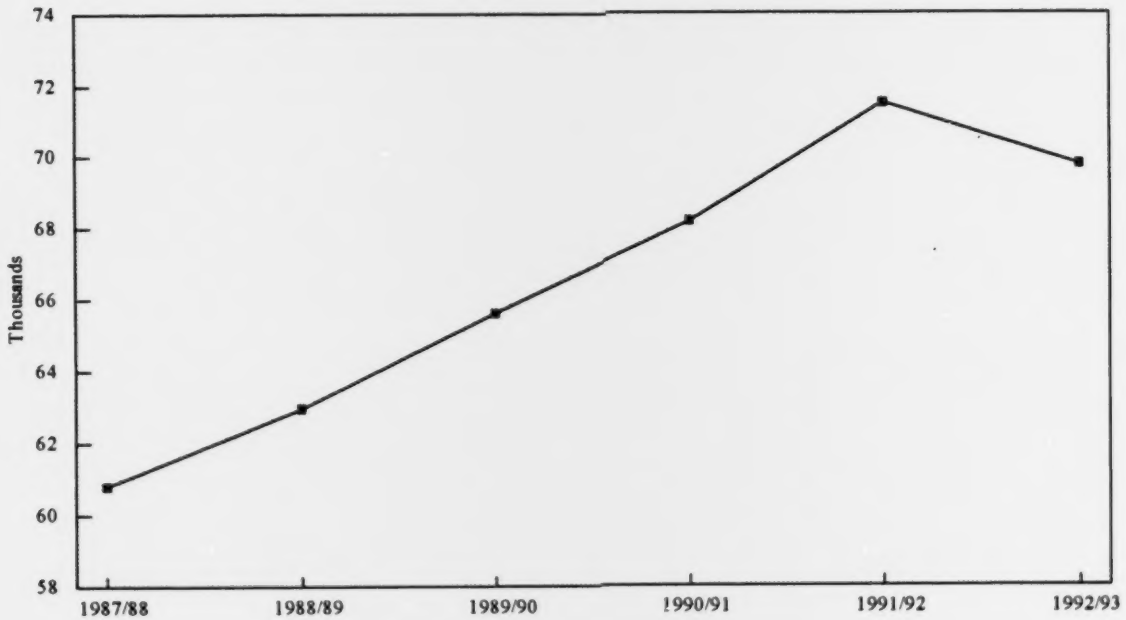


FIGURE 4.2: DISTRICT STUDENT FTE, 1987/88 - 1992/93



ENROLLMENT BY GENDER

Figure 5 shows that after 1976, the proportions of males and females in the District as a whole reversed themselves, as females became the majority. Gender percentages have evolved from 56% male and 44% female in Fall 1972 to 55% female and 45% male in Fall 1987, and have remained at these proportions districtwide for the last three years. Females have increased their percentages at all colleges, and are the majority at all colleges except Trade-Tech, where the female share of the student body has risen 18 percentage points since 1972. The greatest increase in female participation occured before 1980; since that time it has fluctuated within a range of two or three percentage points at most colleges.

FIGURE 5: DISTRICT UNDUPLICATED ENROLLMENT BY GENDER

FALL 1972 - FALL 1992

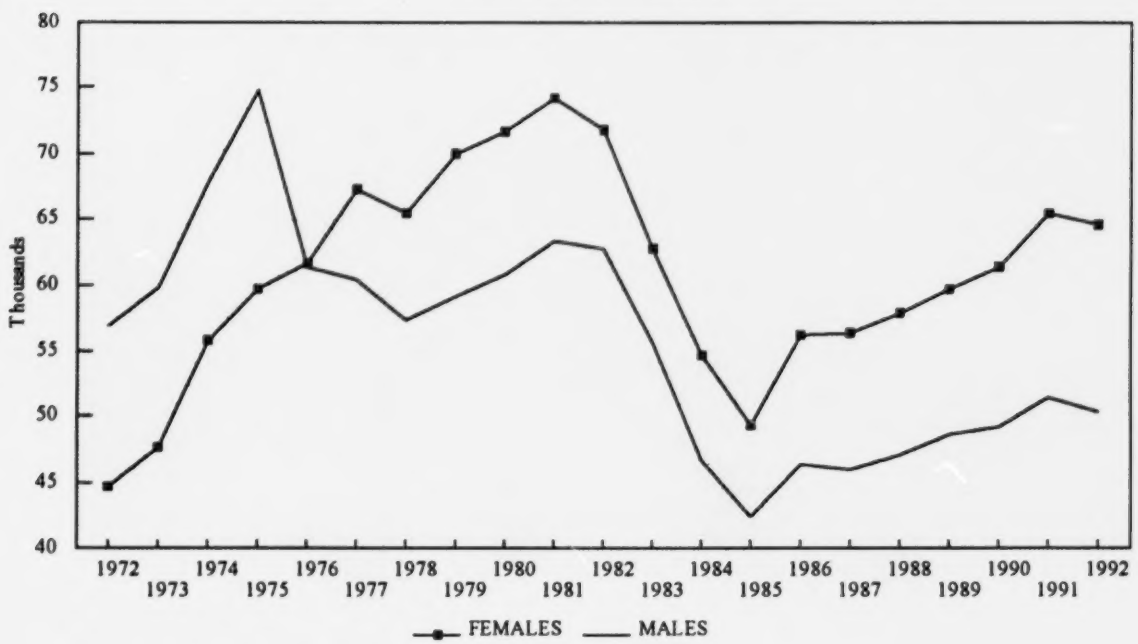


TABLE 5

ENROLLMENT BY GENDER AND COLLEGE, FALL 1972 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Female											
1972	51.3	41.7	46.0	----	43.3	57.4	28.0	47.4	45.9	44.0	44,628
1975	43.7	41.3	48.0	58.4	46.1	54.5	28.6	49.5	52.9	44.4	59,671
1980	53.1	55.1	54.9	68.2	52.9	68.4	36.7	57.7	61.5	54.1	71,682
1985	51.1	57.4	58.0	69.7	50.4	72.5	37.7	55.7	64.2	53.7	49,319
1986	50.5	58.0	58.4	69.1	51.6	71.8	39.6	56.4	63.0	54.8	56,203
1987	50.9	58.0	57.2	69.4	51.8	70.2	40.2	56.2	63.6	55.1	56,316
1988	51.0	58.4	57.6	68.3	52.5	67.2	41.9	56.0	62.4	55.1	57,903
1989	51.1	57.9	58.1	65.4	52.6	68.5	41.9	56.3	61.0	55.1	59,659
1990	52.3	57.3	58.9	66.9	53.0	67.8	42.3	56.3	61.3	55.5	63,794
1991	53.2	56.8	59.6	64.5	53.7	68.3	43.9	56.7	61.7	56.0	65,493
1992	53.6	57.2	58.5	64.4	54.4	69.3	46.0	56.1	61.8	56.2	64,582
Percent Male											
1972	48.7	58.3	54.0	----	56.7	42.6	72.0	52.6	54.1	56.0	56,887
1975	56.3	58.7	52.0	41.7	53.9	45.5	71.4	50.5	47.1	55.6	74,801
1980	46.9	44.9	45.1	31.8	47.1	31.6	63.3	42.3	38.5	45.9	60,793
1985	48.9	42.6	42.0	30.3	49.6	27.5	62.3	44.3	35.8	46.3	42,460
1986	49.5	42.0	41.6	30.9	48.4	28.2	60.4	43.6	37.0	45.2	46,330
1987	49.1	42.0	42.8	30.6	48.2	29.8	59.8	43.8	36.4	44.9	45,893
1988	49.0	41.6	42.4	31.7	47.5	32.8	58.1	44.0	37.6	44.9	47,097
1989	48.9	42.1	41.9	34.6	47.4	31.5	58.1	43.7	39.0	44.9	48,569
1990	47.7	42.7	41.1	33.1	47.0	32.2	57.7	43.7	38.7	44.5	51,123
1991	46.8	43.2	40.4	35.5	46.3	31.7	56.1	43.3	38.3	44.0	51,447
1992	46.4	42.8	41.5	35.6	45.6	30.7	54.0	43.9	38.2	43.8	50,335
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1982, and computer report CCAF130, Office of Attendance Accounting, Educational Services Division, 1983 through 1992.

ENROLLMENT BY ETHNICITY

Data on student ethnicity have been obtained from reponses to a multiple-choice question on the student application. Until 1990-91 the choices were the four listed on this table: Asian, Black, Hispanic and White, along with Other. Beginning in Fall 1990, a new application listed 18 ethnic categories. The data obtained from the new or returning students filling out this application have been consolidated into the four "old" categories listed on this table. Thus the Asian group includes students identifying themselves as Chinese, Japanese, Korean, Filipino, Laotian, Cambodian, Indian Subcontinent, Pacific Islander, and Other Asian. Blacks would check only "Black, African-American", while Hispanic would include Mexican/Chicano, Central or South American, and Other Hispanic. White students would pick "Caucasian, White", while students choosing American Indian, Alaska Native, Other Non-white, or Decline to State, would be placed in the "Other" category. Space does not permit the inclusion of this category, which accounted for only 1.7% of the total District student population in Fall 1992.

FIGURE 6: DISTRICT UNDUPLICATED ENROLLMENT BY ETHNICITY, FALL 1972 - FALL 1992

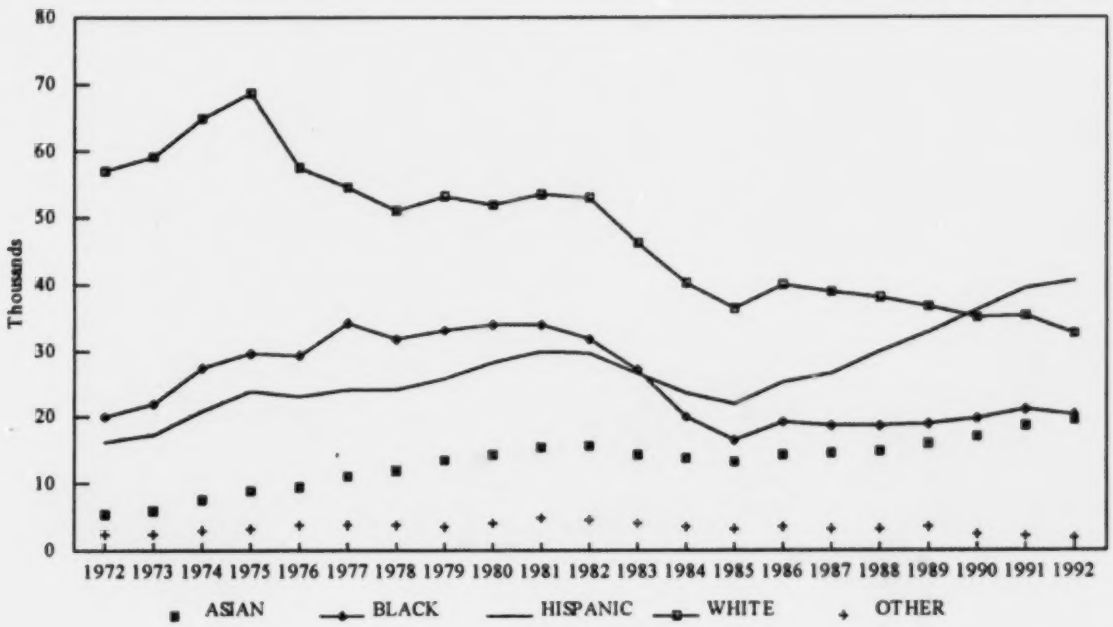


TABLE 6

ENROLLMENT BY ETHNICITY AND COLLEGE, FALL 1972 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Asian											
1972	11.6	8.0	8.3	---	0.7	0.4	5.4	1.5	4.0	5.5	5,591
1975	15.3	8.6	8.6	1.8	1.6	1.4	6.7	2.8	5.7	6.7	9,012
1980	20.7	14.2	16.5	3.5	6.8	0.5	8.3	8.4	8.3	10.9	14,447
1985	27.2	20.3	14.3	5.0	10.7	1.0	15.5	10.1	8.4	14.5	13,333
1988	26.2	20.0	14.0	4.6	11.7	0.9	15.0	11.7	9.4	14.3	15,013
1989	25.3	20.7	15.0	4.7	13.1	0.8	14.7	12.5	10.4	14.8	16,013
1990	24.8	21.7	16.4	5.9	14.9	1.2	14.4	13.8	10.4	15.5	17,173
1991	24.9	22.4	17.9	5.8	16.9	1.4	13.5	15.3	10.6	16.1	18,777
1992	25.6	22.2	19.2	6.6	18.9	1.4	13.1	16.6	11.1	17.0	19,517
Percent Black											
1972	32.0	5.1	10.5	---	0.9	89.5	39.4	3.0	33.5	19.7	20,003
1975	34.5	7.5	13.7	11.9	1.6	95.9	46.8	3.9	45.5	22.1	29,695
1980	35.2	4.9	16.1	11.2	3.9	98.2	52.6	6.8	50.0	25.6	33,945
1985	20.9	4.3	14.1	8.7	3.1	93.9	35.9	6.1	50.0	18.2	16,702
1988	17.3	3.5	14.6	8.6	3.8	71.6	32.1	6.6	47.7	18.0	18,842
1989	16.1	3.5	14.0	8.2	3.7	71.3	31.7	6.7	48.0	17.7	19,113
1990	15.3	3.1	14.8	7.0	3.7	71.7	31.8	7.2	50.1	18.1	20,044
1991	14.8	2.8	14.5	7.1	4.0	71.8	32.5	7.4	52.5	18.3	21,367
1992	14.5	2.6	13.9	6.3	4.3	75.5	33.3	7.3	53.0	17.8	20,469
Percent Hispanic											
1972	14.5	52.3	13.8	---	3.2	0.8	18.1	7.2	4.1	16.1	16,294
1975	15.1	59.2	15.5	31.1	4.1	0.9	18.3	9.5	4.9	17.8	23,898
1980	19.7	67.5	18.7	42.1	7.1	0.5	24.4	13.3	6.2	21.3	28,174
1985	26.8	63.1	19.2	34.8	8.5	2.9	32.0	14.7	7.6	24.0	22,019
1988	33.3	67.7	23.5	43.3	8.8	25.3	37.5	18.1	9.3	28.5	29,768
1989	36.2	68.4	24.8	47.0	10.0	25.5	38.6	20.5	10.5	30.5	33,031
1990	38.3	68.9	26.5	51.5	12.0	25.3	40.6	22.9	12.5	32.6	36,099
1991	38.8	69.2	28.2	56.5	13.0	25.4	42.0	24.2	13.6	33.9	39,592
1992	38.4	70.1	31.5	59.1	13.6	21.9	43.6	25.4	14.1	35.4	40,677
Percent White											
1972	38.5	32.7	64.1	---	94.0	6.1	33.7	86.1	56.1	56.2	57,037
1975	32.6	22.9	58.0	53.3	90.5	0.8	26.0	80.7	41.2	50.9	68,487
1980	21.3	11.5	45.5	39.8	78.5	0.3	12.0	66.9	32.6	39.1	51,788
1985	20.0	9.6	49.2	48.1	73.9	1.0	13.6	64.9	30.5	39.6	36,387
1988	18.9	6.6	45.6	40.8	71.8	1.4	12.3	59.9	30.0	36.0	37,987
1989	18.6	5.5	43.2	37.4	69.0	1.5	12.1	56.3	27.1	33.7	36,508
1990	19.2	5.0	40.6	33.8	66.0	1.1	11.3	53.2	24.1	31.4	34,803
1991	19.7	4.6	38.1	29.2	63.2	0.9	10.5	50.8	21.2	30.0	35,060
1992	19.9	4.3	34.3	26.6	60.5	0.8	8.6	48.6	19.7	28.1	32,338
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Attendance Accounting, Educational Services Division, 1974 through 1977, and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1992. Note: Enrollment percentages from "Other" ethnic groups are not shown here.

ENROLLMENT BY AGE

The age of a student is the characteristic most relevant to college attendance. Persons between 18 and 24 are the most likely to be college undergraduates. The most conspicuous trend in age groups during the 1980s was the decline in numbers and percentages of students under 20, who have represented the "traditional" age cohort for two-year colleges. In 1972, the teenage group was tied with those in their early 20s; since then, they have become fewer as the Baby Boomers have grown into older age groups, and have not been replaced by numbers as great as theirs. The younger students are not expected to approach their baby boom enrollment levels in the near future. The enrollment increases of recent years have occured in the three older age groups, while the under 20s continued to decline in numbers. But, as Figures 7.2 and 7.3 show, they still attend in the greatest numbers of any age group, and carry the heaviest hour loads; more than half are full-time students.(See also *Clearer Thinking about Student Characteristics as a Guide to Policy Planning*, Office of Research and Planning, May 1993).

FIGURE 7.1: DISTRICT UNDUPLICATED ENROLLMENT BY AGE, FALL 1972 - FALL 1992

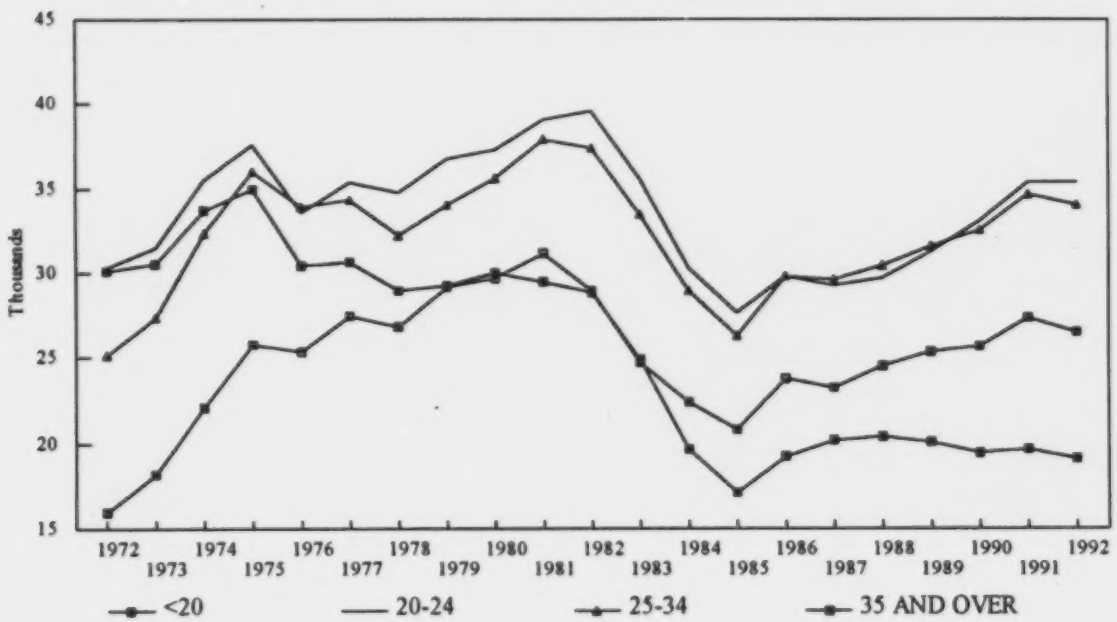


TABLE 7

ENROLLMENT BY AGE AND COLLEGE, FALL 1972 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Under 20											
1972	24.7	28.1	38.2	---	42.4	17.9	16.2	32.5	35.7	29.6	30,084
1975	21.3	26.5	31.8	16.2	35.5	18.4	16.4	27.3	28.0	26.0	34,994
1980	17.1	23.4	27.7	13.1	30.8	22.1	18.4	22.4	19.6	22.7	30,023
1985	13.7	20.3	21.1	10.0	26.2	14.6	15.8	17.8	16.1	18.6	17,080
1988	13.3	22.2	23.4	10.9	28.2	13.8	18.0	19.3	14.4	19.5	20,434
1989	12.4	22.0	21.4	13.6	27.8	13.3	14.5	19.2	14.1	18.6	20,110
1990	11.9	20.2	20.7	13.5	26.1	12.1	13.0	19.1	13.3	17.6	19,463
1991	11.5	19.2	19.4	14.6	23.9	12.5	13.2	17.7	13.4	16.8	19,606
1992	11.0	17.9	21.0	17.4	24.0	12.2	13.2	17.0	11.9	16.6	19,089
Percent 20 - 24											
1972	32.6	34.4	28.4	---	28.7	26.3	24.5	30.8	28.8	29.8	30,300
1975	31.9	31.5	25.9	16.0	27.5	25.0	23.9	28.6	24.8	28.0	37,630
1980	30.9	32.3	25.7	18.8	29.3	27.5	26.7	27.7	23.6	28.1	37,266
1985	31.7	34.8	28.6	17.6	33.5	26.2	28.0	29.6	24.3	30.1	27,617
1988	29.3	33.8	27.2	18.1	32.4	21.4	25.3	29.1	23.3	28.3	29,692
1989	29.1	34.1	29.3	19.3	32.2	22.7	25.5	30.1	25.5	28.9	31,230
1990	29.0	35.5	29.0	20.5	32.9	26.0	27.1	31.3	26.5	29.8	33,024
1991	29.6	36.4	30.0	22.2	32.9	26.3	27.3	31.1	27.9	30.2	35,334
1992	29.9	36.7	31.8	24.0	33.1	26.4	27.4	31.2	28.8	30.8	35,341
Percent 25 -34											
1972	28.3	22.4	18.9	---	16.8	36.1	34.6	22.7	22.6	24.8	25,137
1975	30.6	26.1	21.7	31.9	19.4	34.6	34.5	25.4	26.9	26.8	36,051
1980	33.1	26.9	21.1	28.5	19.6	28.0	32.4	26.3	27.9	26.8	35,535
1985	34.2	26.8	25.3	26.6	23.1	30.4	32.7	29.3	29.6	28.6	26,256
1988	34.6	26.5	24.6	28.7	23.1	34.2	31.7	29.6	31.3	28.9	30,401
1989	34.4	27.3	24.6	28.0	23.2	33.7	33.0	29.1	31.5	29.1	31,545
1990	34.4	27.7	25.1	28.5	23.8	33.8	33.6	28.7	32.1	29.4	32,552
1991	34.4	27.7	25.5	28.4	24.8	34.1	34.0	28.4	31.6	29.6	34,598
1992	33.9	28.6	24.7	27.8	24.8	33.9	33.7	28.6	32.5	29.6	33,987
Percent 35 and Over											
1972	14.4	15.1	14.5	---	12.1	19.7	24.6	14.0	12.9	15.8	15,995
1975	16.2	15.9	20.6	36.0	17.6	22.0	25.3	18.7	20.3	19.2	25,797
1980	18.9	17.3	25.5	39.6	20.4	22.3	22.5	23.7	28.9	22.4	29,651
1985	20.5	18.1	24.9	45.8	17.1	28.7	23.4	23.3	30.1	22.7	20,826
1988	22.8	17.5	24.9	42.2	16.3	30.6	25.0	22.0	30.9	23.3	24,472
1989	24.2	16.5	24.7	39.2	16.8	30.3	27.0	21.6	28.9	23.4	25,343
1990	24.8	16.6	25.3	37.5	17.3	28.1	26.3	20.9	28.2	23.2	25,651
1991	24.6	16.8	25.1	34.8	18.4	27.0	25.6	22.8	27.1	23.4	27,403
1992	25.3	16.8	22.5	30.9	18.1	27.5	25.7	23.3	26.7	23.1	26,500
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management, Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1992.

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FIGURE 7.2: DISTRICT AGE HEADCOUNT DISTRIBUTIONS, FALL 1976 AND FALL 1992

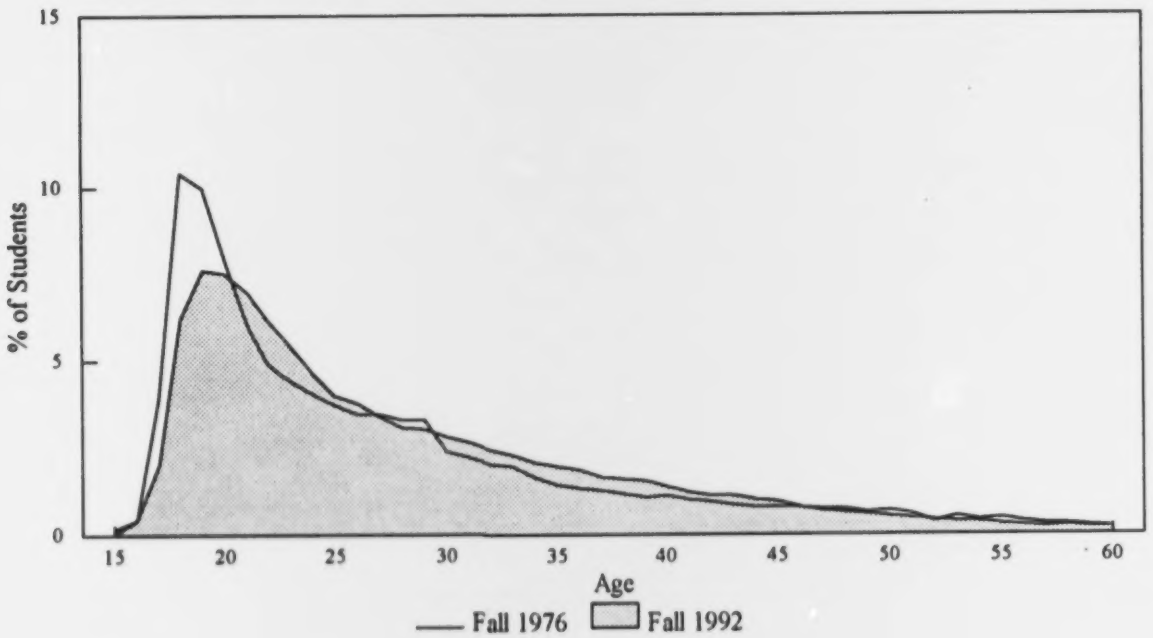
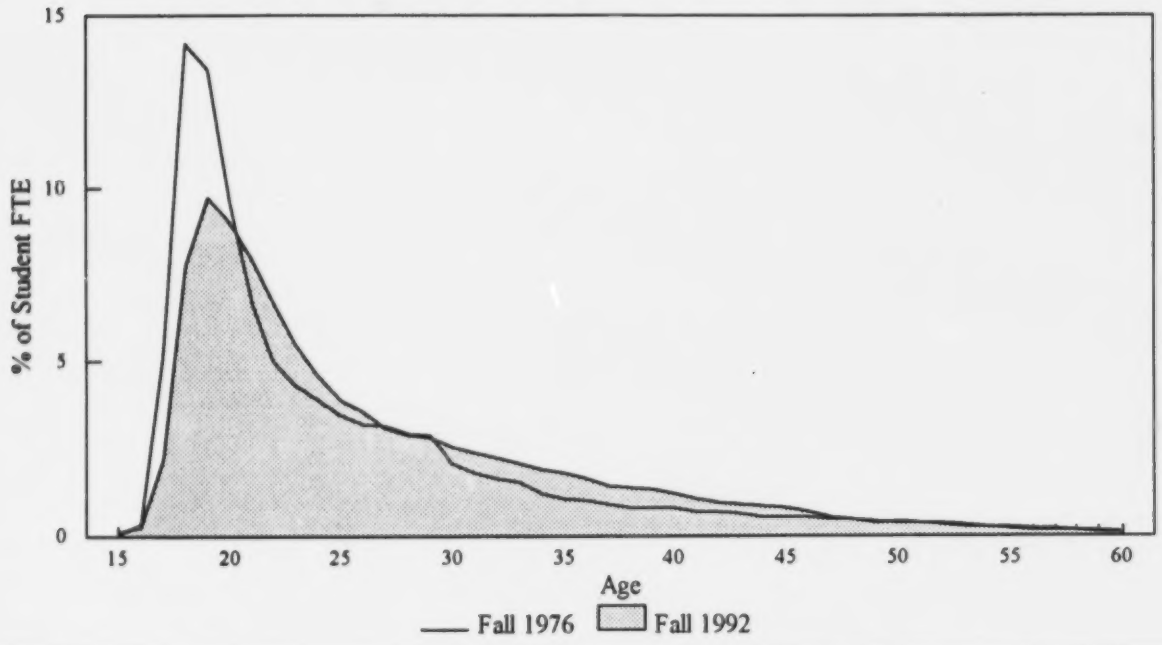


FIGURE 7.3 DISTRICT AGE DISTRIBUTIONS BY FTE, FALL 1976 AND FALL 1992



ENROLLMENT BY UNIT/HOUR LOAD

We have presented student load data in two tables because the two measures of load often do not match. The number of units a student is carrying at any one time does not necessarily reflect the number of hours per week he or she is attending class. Part of this difference is due to the fact that laboratory classes traditionally require more weekly class hours than their unit values. For example: a four-unit Physics class meets four hours a week for lecture and two hours for lab each week, and a five-unit Professsional Baking class meets ten hours a week.

A more substantial difference is created by modular class scheduling, wherein a given class meets for only a six- or nine-week session, and a student takes two or three classes consecutively during the semester. A student in Automotive Mechanics, for example, would register for a sequence of three consecutive three-unit modules, and thus complete nine units over the course of the semester. But at the point of first census, which is the source date of information for all the student characteristics tables, this student would appear to be enrolled for only three units. Measured by unit load only, programs that are organized on the modular principle could appear to have no full-time students, when in fact most if not all of their students were full-time.

Comparison of the two tables reveals the discrepancy. The Unit load table shows a districtwide imbalance between the three load groups, with students carrying 6 units or less in the largest percentage and full-load students in the smallest. There is a substantial 11 percentage point spread between the two extremes. In contrast, the hour load groups are distributed more evenly districtwide, with only a five-point difference between lowest and highest; in hours, full-time students are the largest share.

Neither the unit nor the hour load figures are completely satisfactory measures by themselves. The differences between them suggest that use only of the unit figure in the past has led to some misconceptions about change in attendance patterns. On an hourly basis, slightly over a third of all District students are enrolled full-time, while only a quarter of students are so perceived under a unit count. Some individual colleges, notably Southwest and Trade-Tech, are shown to have higher proportions of full-time students, instead of relatively low levels. Also, it appears that the movement toward more modular scheduling in the 1980s caused a decline in the number of full-time students classified by unit load, whereas in fact students were taking more hours of classes during this period than before. When hour load is used as a measure, there seem to be as great a proportion of "traditional" full-time students at the present time as there have ever been in the past.

The Unit is still the "official" state-recognized measure of load, and therefore must be included in this report. But units are most meaningful as a measure of courses completed over the entire semester, as well as the requirements for a degree or certificate.

Both this table and figure series and the following hour load series begin in 1976, because data collected before that date does not include a distinction between the students carrying fewer than 6 units and those with 6 to 11.5 units. Both table and linechart show that the numbers of "full-time" students with 12 units or more have been the lowest of all three groups in every year but one since 1976. In Fall 1992 they increased their share slightly after two years of decline.

Unfortunately, there are not sufficient historical data on hourly loads to plot trends from year to year over the entire time span since 1976. The Research Office has not collected and saved this data in the past, and not all the tapes on which raw data are stored have been preserved. So there are too many yearly gaps to make a useful line chart, and none has been included. Since there is continuity in the unit data, it is worth inclusion in the *Digest*.

TABLE 8.1

ENROLLMENT BY UNIT LOAD AND COLLEGE, FALL 1976 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent with Fewer than 6 Units											
1976	31.4	38.1	34.7	54.1	37.5	34.5	38.9	38.9	39.4	37.1	45,639
1980	34.0	41.6	41.8	63.3	41.5	32.4	41.5	44.4	49.7	41.7	55,188
1985	33.2	40.9	39.6	65.3	39.2	43.7	37.8	46.1	45.4	41.2	37,768
1986	34.8	40.9	41.1	57.1	39.1	44.8	36.9	45.8	47.9	41.6	42,661
1987	33.9	39.3	41.8	61.7	38.2	40.7	39.4	44.3	48.7	41.4	42,353
1988	34.9	38.8	43.7	57.1	37.1	36.7	40.0	43.2	45.9	40.6	42,629
1989	33.4	36.7	40.5	48.8	36.6	30.6	40.1	42.8	44.2	38.9	42,131
1990	34.3	36.1	40.2	46.8	37.7	28.5	40.1	41.9	41.5	38.5	42,576
1991	34.8	34.6	38.5	43.7	38.0	28.0	39.1	43.0	40.1	38.1	44,540
1992	33.7	36.6	36.9	41.7	36.4	34.7	37.3	41.7	36.9	37.4	42,924
Percent with 6 To 11.5 Units											
1976	36.4	34.3	32.5	31.5	33.2	41.9	25.8	33.9	34.1	33.4	41,098
1980	35.2	32.6	31.2	27.8	29.9	40.3	28.4	32.5	31.5	32.1	42,477
1985	34.4	31.6	30.1	19.9	32.2	34.6	32.5	32.8	34.0	32.2	29,508
1986	36.0	32.1	29.9	21.1	31.3	33.0	36.0	33.2	32.3	32.5	33,337
1987	35.0	35.5	29.3	22.0	32.1	38.6	34.4	33.5	31.8	33.0	33,687
1988	37.6	34.2	28.1	25.4	33.7	43.3	32.0	35.0	34.7	34.1	35,756
1989	37.2	35.1	31.3	23.3	32.1	30.3	34.8	34.8	35.4	33.7	36,455
1990	36.7	37.2	32.5	24.6	32.7	45.2	33.4	35.8	35.5	35.0	38,689
1991	36.3	37.3	32.1	34.9	33.2	48.3	35.7	34.8	37.0	35.9	41,993
1992	36.5	36.0	34.3	34.4	34.7	43.4	37.2	35.9	40.5	36.5	41,925
Percent with 12 or More Units											
1976	32.1	27.7	32.8	14.4	29.4	23.6	35.4	27.3	26.5	29.6	36,417
1980	30.8	25.8	27.0	9.0	28.6	27.2	30.2	23.1	18.8	26.3	34,809
1985	32.4	27.6	30.3	14.9	28.6	21.7	29.7	21.1	20.6	26.7	24,503
1986	29.2	27.1	29.0	21.8	29.6	22.2	27.1	21.0	19.9	25.9	26,535
1987	31.2	25.2	29.0	16.3	29.7	20.7	26.2	22.2	19.5	25.6	26,169
1988	27.5	27.1	28.2	17.5	29.2	20.1	28.0	21.9	19.3	25.3	26,615
1989	29.4	28.1	28.2	28.0	31.3	39.1	25.0	22.4	20.4	27.4	29,643
1990	29.0	26.7	27.4	28.5	29.6	26.2	26.5	22.3	22.9	26.6	29,425
1991	29.0	28.1	29.3	21.4	28.8	23.6	25.2	22.1	22.9	26.0	30,407
1992	29.8	27.3	28.7	23.8	28.9	22.0	25.5	22.4	22.5	26.2	30,068
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917

Source: Student Data Tape 551, Data Processing Branch, Business Services Divison, 1976 through 1992.

Note: Data delineating the two categories of less than 12 units are not available for the years before 1976.

FIGURE 8: DISTRICT UNDUPLICATED ENROLLMENT BY UNIT LOAD, FALL 1972 - FALL 1992

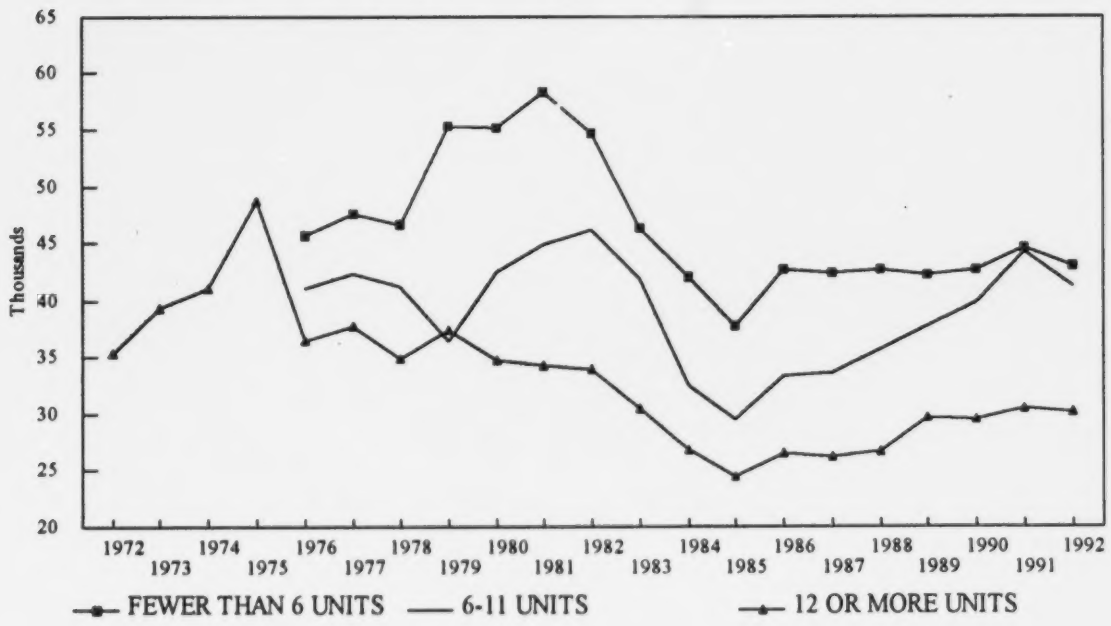


TABLE 8.2

ENROLLMENT BY HOUR LOAD AND COLLEGE, FALL 1976 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent with Fewer than 6 Hours											
1976	25.8	31.3	28.5	52.1	31.2	30.4	25.8	32.6	35.9	30.3	37,290
1980	27.6	35.8	35.6	56.9	34.4	27.0	25.6	38.6	42.3	34.1	45,224
1985	25.8	34.5	31.7	56.6	30.9	33.3	20.6	39.0	37.2	32.2	29,597
1987	25.5	31.6	31.4	53.4	29.7	31.5	23.6	36.9	40.9	32.3	32,997
1988	27.1	31.9	32.1	47.6	29.3	30.2	24.6	34.8	38.3	31.6	33,162
1989	27.8	31.0	32.8	45.3	31.6	24.6	25.6	37.2	38.3	32.3	34,923
1990	29.4	30.7	33.6	41.8	31.6	22.4	25.9	35.6	35.1	31.6	35,005
1991	29.7	28.2	31.2	38.9	32.6	21.6	24.4	35.5	32.5	30.8	36,022
1992	29.1	30.3	29.6	36.0	31.0	25.7	21.8	35.2	29.6	30.0	35,117
Percent with 6 to 11.5 Hours											
1976	33.7	33.1	32.4	29.3	31.5	37.5	33.2	33.9	33.5	33.2	40,845
1980	34.0	32.4	30.4	31.2	30.1	38.2	33.0	32.3	33.1	32.4	42,983
1985	31.1	29.6	25.7	18.9	29.9	32.2	28.6	30.3	29.4	29.2	26,804
1987	31.6	34.4	24.9	20.4	28.5	37.3	29.1	31.3	29.0	30.0	30,623
1988	34.7	33.2	23.9	22.3	29.0	42.6	28.7	31.2	31.8	30.9	32,418
1989	36.3	34.3	31.7	24.6	31.5	29.4	31.9	35.4	35.6	33.2	35,925
1990	34.9	35.6	30.9	27.0	32.7	29.9	32.0	36.3	35.3	33.5	37,127
1991	35.2	36.6	30.7	31.9	32.3	33.5	32.8	36.3	37.9	34.4	40,190
1992	34.6	34.7	32.5	30.3	33.5	34.8	33.1	36.1	40.9	34.6	40,406
Percent with 12 or More Hours											
1976	40.5	35.6	39.1	18.6	37.2	32.1	41.0	33.6	30.6	36.6	45,019
1980	38.4	31.9	33.9	11.9	35.5	34.7	41.4	29.1	24.6	33.4	44,268
1985	43.1	35.8	42.6	24.5	39.3	34.5	50.8	30.7	33.4	38.5	35,378
1987	42.9	34.0	43.6	26.1	41.7	31.2	47.3	31.8	30.2	37.8	38,590
1988	38.1	34.9	44.0	30.1	41.6	27.2	46.8	34.0	29.9	37.5	39,419
1989	35.9	34.6	35.5	30.2	36.8	46.0	42.5	27.3	26.1	34.5	37,380
1990	35.7	33.7	35.6	31.2	35.7	47.7	42.1	28.1	29.7	34.8	38,558
1991	35.1	35.2	38.1	29.2	35.1	44.9	42.8	28.2	29.6	34.8	40,728
1992	36.3	35.0	37.9	33.7	35.5	39.5	45.2	28.7	29.5	35.4	41,417
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917

Source: Student Data Tape 551, Data Processing Branch.

ENROLLMENT BY CLASS LEVEL

The concepts of "freshman" and "sophomore" have become more and more irrelevant to community college life over the past two decades. The growing diversity of student ages, study skills and attendance patterns within District colleges renders these borrowed terms meaningless in terms of personal development and progress toward goals. Their only definition is in the number of college units completed. The sophomore category should normally include those with over 60 units but no degree; the latter group has been separated for more detailed analysis.

The units recorded in this table include those earned at any of the Los Angeles District colleges. A student may move from college to college within the District, between semesters or after intervals of no attendance, but retains only one transcript, which accumulates records from all colleges. The student is counted for the college attended in Fall 1992.

This year the percentages of students with Bachelor's or higher degrees are listed separately for 1991 and 1992, but they are also included in the AA or Higher degree category. In future editions of the Digest, Associate and Bachelor's Degree-level students will be listed separately. This change is introduced to illustrate the effect of the higher per-unit fee for Bachelor's degree holders, which was first imposed in the Spring 1993 semester.

FIGURE 9: DISTRICT UNDUPLICATED ENROLLMENT BY CLASS LEVEL, FALL 1972 - FALL 1992

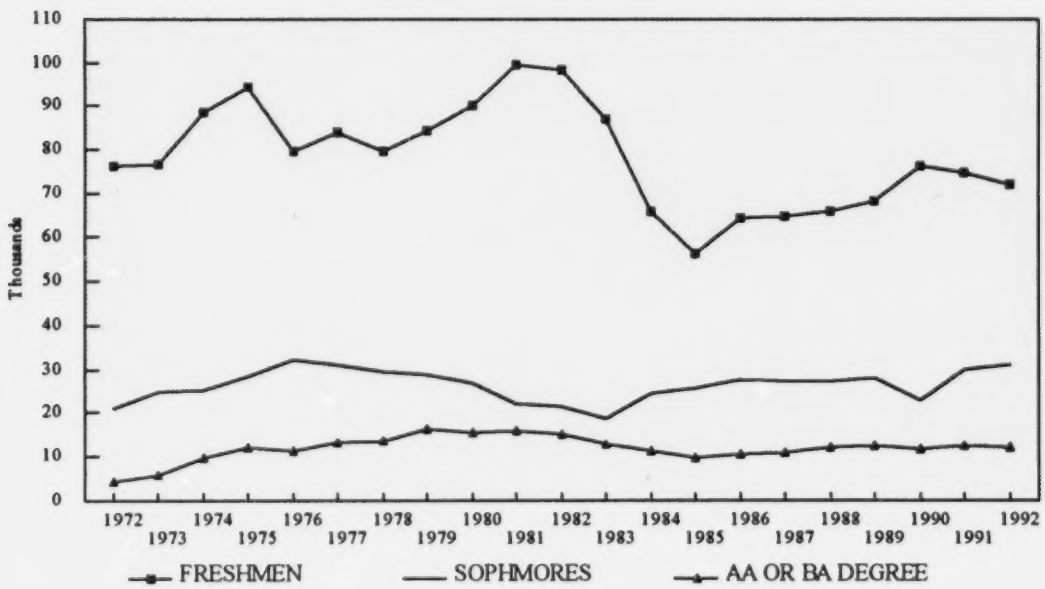


TABLE 9

ENROLLMENT BY CLASS LEVEL AND COLLEGE, FALL 1972 - FALL1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Freshmen (less than 30 units)											
1972	75.3	73.1	71.7	---	73.3	79.0	73.4	82.4	65.7	74.9	76,084
1975	69.4	66.9	66.0	85.4	65.6	76.4	84.5	63.8	68.8	69.6	93,541
1980	66.1	68.1	66.0	76.1	65.1	80.2	75.2	65.1	66.0	68.1	90,233
1985	57.3	62.1	61.3	66.6	59.2	64.4	66.8	58.6	66.6	61.3	56,280
1988	57.8	63.2	64.9	64.3	62.2	74.9	67.2	60.6	59.1	62.7	65,869
1989	60.0	63.1	63.0	65.8	60.5	75.6	66.9	60.8	61.4	62.8	69,552
1990	67.4	71.2	68.3	73.9	66.3	78.0	73.2	65.1	64.4	68.8	76,119
1991	60.9	64.1	62.4	71.1	61.7	70.5	70.6	61.0	61.3	63.9	74,727
1992	60.5	64.2	63.4	68.7	58.1	65.5	70.7	59.1	58.9	62.5	71,816
Percent Sophomores (30 to 59.5 units)											
1972	18.2	18.2	22.9	---	19.6	15.1	15.9	9.6	27.6	17.3	17,611
1975	15.8	17.6	21.2	6.1	19.2	16.8	6.7	20.8	16.6	16.5	22,238
1980	14.2	14.6	15.0	8.3	14.9	10.9	11.8	14.2	10.4	13.5	17,878
1985	17.7	17.2	17.1	12.4	18.0	18.4	16.3	17.2	13.2	16.9	15,501
1988	15.1	15.6	14.5	14.0	16.5	12.2	13.6	15.4	13.0	14.9	15,582
1989	14.0	16.3	14.8	13.4	16.4	11.2	14.0	15.8	11.8	14.7	16,280
1990	12.5	13.3	12.5	10.3	14.5	10.4	11.8	14.5	11.9	12.9	14,267
1991	15.7	17.7	15.2	12.6	16.3	15.0	13.0	15.6	13.9	15.3	17,905
1992	16.3	17.2	15.7	14.5	18.1	17.2	13.0	16.3	16.4	16.2	18,646
Percent Other Undergraduates (60 and more units but no degree)											
1972	3.5	4.1	2.6	---	2.4	3.5	5.3	2.9	2.5	3.4	3,480
1975	5.2	5.2	6.8	2.5	5.6	4.1	3.2	5.4	4.7	5.0	6,827
1980	8.4	5.1	5.9	4.0	8.0	4.2	8.2	7.5	5.4	7.0	8,955
1985	13.6	12.5	10.1	6.4	11.8	11.8	10.4	10.0	8.6	11.1	10,187
1988	13.6	13.0	8.6	9.4	10.3	8.2	10.9	10.7	9.6	10.9	11,449
1989	12.9	12.7	9.6	9.8	11.4	8.6	10.9	10.7	9.8	11.1	12,307
1990	9.0	7.9	6.7	5.7	7.8	6.7	7.2	8.3	7.2	7.7	8,491
1991	12.0	11.2	9.7	7.0	10.1	9.3	9.5	10.4	9.0	10.1	11,841
1992	12.4	11.9	9.7	7.8	11.4	11.6	9.5	10.3	10.0	10.7	12,349
Percent AA or Higher Degree											
1972	3.0	4.6	2.8	---	4.7	2.4	5.4	5.2	4.3	4.3	4,340
1975	9.6	10.3	8.4	6.1	9.6	2.8	5.6	10.0	9.9	8.8	11,867
1980	11.2	12.1	13.1	11.7	12.4	4.8	5.4	13.4	18.3	11.6	15,409
1985	11.4	8.2	11.5	14.6	10.9	5.4	6.6	14.1	11.6	10.7	9,811
1988	13.4	8.2	12.0	12.4	11.0	4.7	8.3	13.3	18.3	11.5	12,100
1989	13.0	7.9	12.6	11.0	11.7	4.6	8.3	12.7	17.1	11.3	12,551
1990	11.2	7.6	12.5	10.2	11.5	4.8	7.7	12.2	16.4	10.7	11,812
1991	11.4	7.0	12.7	9.4	11.9	5.2	6.9	13.0	15.7	10.7	12,467
1992	10.7	6.7	11.2	9.1	12.4	5.7	6.7	14.3	14.7	10.5	12,107
Percent Bachelor's Degree or Higher											
1991	8.5	4.0	8.8	7.4	8.8	2.6	4.2	9.5	11.9	7.6	8,840
1992	7.7	3.6	7.8	6.6	9.1	2.6	3.7	10.1	12.2	7.3	8,420
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	99.9	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917

Source: Student Data Tape 551, Data Processing Branch.

ENROLLMENT BY TIME OF DAY

As the District student population has aged, the percentage of evening students has risen. This has occurred districtwide since 1976, although at an irregular rate, since cutbacks in hourly personnel have reduced the number of evening classes in some years. Colleges like Mission and Southwest, which accomodate larger numbers of older working students attending part-time, have the greatest portions of evening students. The popular Project for Adult College Education (PACE) program, with its evening and Saturday classes, has boosted evening enrollment wherever it is offered.

Students attending both during the day and the evening are a category not distinguished in the data before 1976. Since that year there has been little fluctuation in either their numbers or percentages. Even college percentages have varied little from year to year.

FIGURE 10: DISTRICT UNDUPLICATED ENROLLMENT BY TIME OF DAY, FALL 1972 - FALL 1992

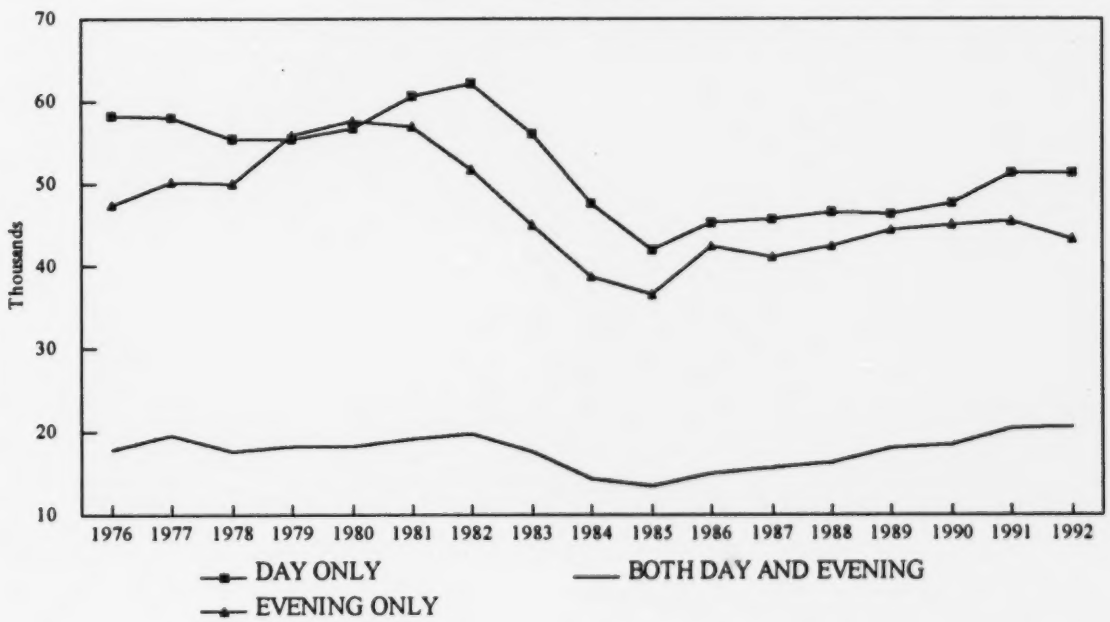


TABLE 10

ENROLLMENT BY TIME OF DAY AND COLLEGE, FALL 1976 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Day Only											
1976	52.8	46.7	46.0	38.7	46.8	49.6	47.6	44.2	45.1	47.2	58,125
1980	48.4	37.8	44.4	32.9	44.5	43.9	45.8	39.4	39.7	42.8	56,722
1985	50.0	49.4	41.0	30.6	50.0	42.3	51.1	39.6	38.6	45.7	41,947
1987	49.9	48.0	43.3	26.1	48.2	38.6	51.5	40.4	37.2	44.5	45,482
1988	48.5	48.8	43.8	28.5	47.5	39.5	48.8	40.2	36.7	44.1	46,357
1989	49.9	37.8	43.1	30.3	46.3	42.5	48.6	39.1	36.6	42.7	46,161
1990	47.4	37.5	43.8	29.5	48.7	41.1	47.0	40.9	38.5	42.9	47,440
1991	48.8	38.8	44.3	31.5	48.7	42.3	51.6	41.3	36.9	43.8	51,229
1992	49.6	38.0	44.7	35.8	49.7	44.8	53.1	41.6	36.5	44.6	51,293
Percent Both Day & Evening											
1976	12.7	17.4	17.9	16.3	17.0	14.7	6.0	15.1	13.7	14.3	17,635
1980	13.0	16.4	16.9	15.8	15.7	11.5	8.0	14.7	11.5	13.8	18,242
1985	16.7	18.8	16.1	14.5	16.4	9.7	8.7	13.7	12.8	14.7	13,477
1987	19.0	18.8	14.4	14.7	17.9	13.2	8.9	13.7	13.0	15.3	15,654
1988	18.2	18.1	15.5	18.9	18.4	8.8	8.4	14.7	14.4	15.5	16,243
1989	20.0	19.1	17.8	17.7	19.1	11.7	8.3	14.9	16.7	16.5	17,887
1990	17.3	21.2	17.1	19.1	19.0	12.2	9.1	15.7	16.8	16.6	18,427
1991	18.2	20.4	18.8	23.2	19.4	14.4	10.9	15.9	16.9	17.5	20,438
1992	19.3	20.4	18.9	22.3	19.9	13.2	10.8	17.1	17.4	17.9	20,539
Percent Evening Only											
1976	34.5	35.9	36.1	45.0	36.2	35.7	46.4	40.7	41.3	38.5	47,394
1980	38.5	45.8	38.7	51.3	39.8	44.6	46.2	45.9	48.8	43.4	57,511
1985	33.3	31.8	42.9	54.9	33.6	48.0	40.1	46.7	48.6	39.6	36,355
1987	31.1	33.2	42.3	59.2	33.9	48.2	39.6	45.8	49.8	40.2	41,073
1988	33.3	33.1	40.7	52.6	34.2	51.7	42.8	45.2	48.9	40.4	42,401
1989	30.0	43.1	39.1	52.1	34.6	45.8	43.1	46.0	46.8	40.8	44,180
1990	35.2	41.3	39.1	51.4	32.3	46.7	43.9	43.4	44.7	40.5	44,823
1991	32.9	40.7	37.0	45.4	31.9	43.3	37.5	42.8	46.3	38.7	45,273
1992	31.1	41.6	36.5	41.9	30.4	42.0	36.1	41.3	46.1	37.5	43,085
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977 and Student Data Tape 551, Data Processing Branch, from 1978.

ENROLLMENT BY ENTERING STATUS

In entering status categories, "first time" indicates students entering from high school, without attending any college before; "new transfer" students are entering the college for the first time from another college; "returning" includes all students that have attended before but have "stopped out" for at least one semester, whether or not they have attended another college in the interim, in which case they are "returning transfers"; "continuing" students have attended the college during the previous regular (fall or spring) semester.

This year continuing students increased districtwide in both numbres and percentage; their actual number is the highest since the mid 70s, and the percentage is the highest ever. In contrast, the number of new students has dropped sharply since the previous year, and at all colleges except Harbor. The two remaining groups have also declined in numbers and representation.

FIGURE 11: DISTRICT UNDUPLICATED ENROLLMENT BY ENTERING STATUS

FALL 1972 - FALL 1992

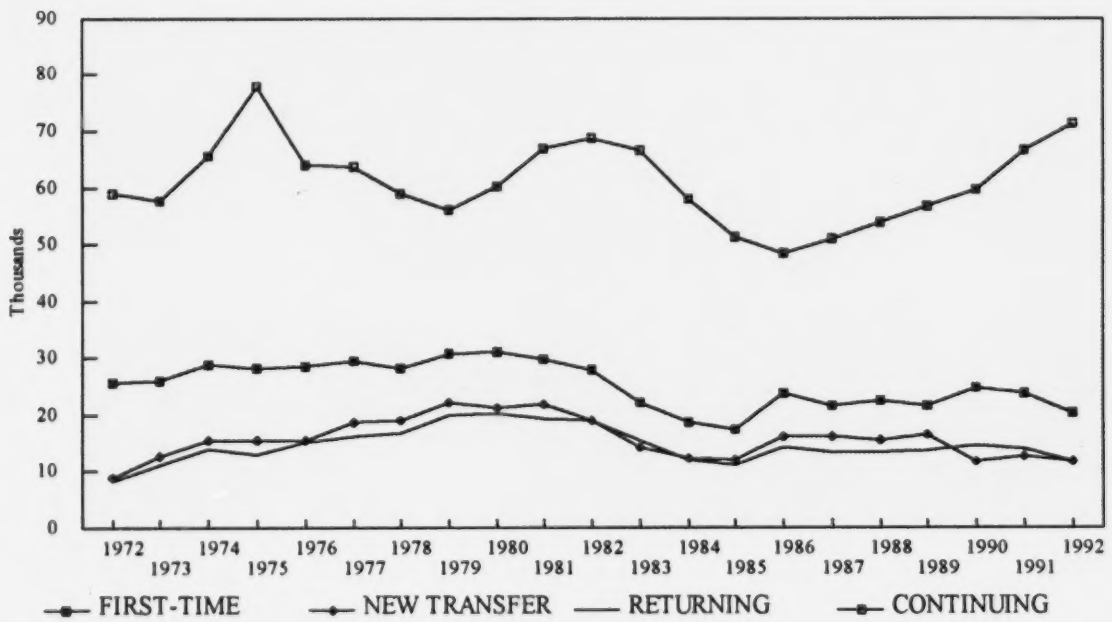


TABLE 11

ENROLLMENT BY ENTERING STATUS AND COLLEGE, FALL 1972 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent First-Time											
1972	33.7	17.8	27.4	---	27.7	17.6	25.5	19.6	26.1	25.3	25,637
1975	18.2	8.1	22.3	38.9	24.9	24.4	26.0	22.3	24.2	21.0	28,233
1980	21.2	21.8	23.2	27.4	23.9	27.4	29.4	21.4	19.9	23.3	30,924
1985	16.5	20.4	17.9	21.7	19.4	18.8	25.2	17.6	10.7	18.9	17,317
1988	18.0	21.8	19.8	25.6	21.0	37.0	27.2	17.9	15.4	21.3	22,400
1989	19.4	20.2	16.5	21.7	19.6	30.5	23.6	17.4	15.6	19.8	21,439
1990	22.0	23.3	20.5	25.4	20.3	31.2	28.3	17.5	21.3	22.4	24,796
1991	20.5	20.6	18.0	24.6	18.5	26.9	26.1	14.7	19.5	20.2	23,637
1992	18.3	15.7	18.2	19.6	17.6	18.9	23.0	14.3	16.1	17.7	20,325
Percent New Transfer											
1972	3.5	4.9	9.5	---	8.8	12.3	12.3	8.9	22.3	8.7	8,785
1975	11.4	3.5	9.1	35.1	11.7	13.1	11.1	13.2	22.3	11.5	15,482
1980	16.8	10.6	14.7	22.5	14.0	18.1	16.3	13.8	27.7	15.9	21,120
1985	12.1	10.0	12.2	18.8	11.2	14.4	16.1	14.2	14.0	13.0	11,957
1988	13.6	9.5	13.3	11.5	13.5	10.5	16.6	15.2	29.0	14.7	15,487
1989	13.6	9.6	14.8	18.1	13.9	15.1	15.6	15.5	27.8	15.3	16,598
1990	8.5	7.2	12.8	11.6	11.2	7.7	7.4	15.1	14.6	10.7	11,828
1991	9.4	6.7	12.4	10.7	12.2	8.3	7.9	13.9	15.5	10.9	12,720
1992	8.3	7.1	11.0	10.0	11.0	7.4	8.5	13.5	13.7	10.2	11,669
Percent Returning											
1972	3.0	9.9	11.6	---	9.2	5.4	8.8	10.6	6.0	8.2	8,300
1975	8.7	7.0	10.3	0.0	10.6	9.6	8.2	13.5	8.6	9.6	12,957
1980	12.1	27.2	23.3	13.3	13.5	10.1	6.6	16.9	13.5	15.4	20,416
1985	10.7	12.4	17.5	14.9	13.4	10.1	4.8	16.7	7.4	12.2	11,187
1988	11.2	14.9	16.0	12.5	13.3	11.5	5.7	16.3	12.1	12.8	13,418
1989	11.0	13.5	17.0	11.1	13.6	7.2	7.3	16.2	10.4	12.5	13,475
1990	11.4	11.0	15.8	12.8	11.0	14.2	11.2	15.8	18.6	13.2	14,586
1991	10.8	10.2	13.5	11.2	9.2	13.2	10.7	15.2	15.3	11.9	13,953
1992	7.4	9.0	10.5	6.9	8.8	12.4	9.5	13.5	15.2	10.2	11,669
Percent Continuing											
1972	59.8	67.4	51.5	---	54.3	64.6	53.4	60.9	45.6	57.9	58,793
1975	61.7	81.4	58.3	26.1	52.8	53.0	54.7	51.0	44.9	57.9	77,800
1980	50.0	40.5	38.8	36.8	48.6	44.3	47.6	47.8	39.0	45.3	60,015
1985	60.8	57.2	52.3	44.6	56.0	56.7	53.9	51.5	68.0	55.9	51,317
1988	57.3	53.8	51.0	50.4	52.2	41.0	50.6	50.6	43.5	51.1	53,695
1989	56.0	56.6	51.6	49.1	53.0	47.2	53.5	50.9	46.3	52.4	56,716
1990	58.1	58.6	50.8	50.3	57.5	47.0	53.2	51.6	45.4	53.7	59,480
1991	59.3	62.4	56.1	53.5	60.1	51.6	55.3	56.2	49.7	57.0	66,631
1992	66.0	68.2	60.3	63.5	62.6	61.3	58.9	58.8	55.0	62.0	71,254
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1992.

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ENROLLMENT BY EDUCATIONAL GOAL

Of all the tables and figures in the Digest, this set should be read with the greatest care, since selection of an educational goal is difficult for many entering students. A large share were always unwilling or unable to mark a particular goal on the directory card, which until this year was the source of goal data. The old goals were listed in the schedule, each with a number that would be filled in the goal box on the directory card. Two of the eight goals listed were Undecided and a nebulous "Other". The limited list, and the cumbersome process of responding to it, resulted in a non-response rate of as high as 73% at some colleges. Thirty-nine percent of all District students filling out their directory cards in Fall 1989 responded to the goal question with "Other" or "Undecided", or simply did not answer the question.

The new list, introduced in Fall 1990, was developed in accordance with the needs of the statewide Management Information System (MIS) for California Community Colleges. It is printed directly on the new student application. There are twelve specific goals, plus one "Undecided", each with a response checkoff box. The response rate has been much higher than in previous years, but when the "Undecided" respondents are combined with the unknowns who left all boxes blank, the share of students without stated goals is still substantial, prorated at 26% of all District enrollment in Fall 1992. It should be noted that Table 12.2 represents a shifting base of students; in Fall 1990 only newly entering students were included, while in each succeeding year more have accumulated. As of Fall 1992, only those who have filled out an application in the past three years are actually represented in formulating the goals percentages, which are then prorated to the entire student body. This year's pool of respondents almost certainly includes a substantial majority of the student body, but inclusion of all students may not be approximated for another two years, when few who entered before Fall 1990 will have continuously remained in the same college. (For more detailed analysis of trends since Fall 1990, see *Into the Downward Spiral*, Office of Research and Planning, June 1993.)

The Fall 1989 table is included to show past trends; its supplementary linechart shows trends only in stated goals. As in previous years, the percentages listed are of respondents, not including unknowns.

TABLE 12.1

ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1983-FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Transfer											
1983	27.4	38.0	37.9	21.2	44.7	24.8	13.3	32.4	35.1	32.1	38,077
1985	39.1	37.7	38.1	23.3	47.0	26.1	13.9	27.4	35.3	33.7	30,907
1986	39.2	34.5	38.4	21.7	47.9	18.3	12.4	30.4	27.4	32.6	33,457
1987	40.8	39.0	43.2	17.5	49.1	15.7	11.4	27.2	31.6	33.3	34,022
1988	43.1	40.0	37.7	16.8	49.4	10.5	10.9	27.9	30.3	32.9	34,544
1989	42.5	43.9	36.8	11.8	48.1	12.3	10.7	32.0	33.2	33.7	36,463
Percent General Education Associate Degree											
1983	4.4	9.4	8.5	6.9	8.3	8.9	9.0	7.4	7.1	7.7	9,135
1985	7.6	7.2	7.0	8.8	6.6	9.7	7.5	4.3	6.1	6.7	6,154
1986	5.3	6.8	7.2	7.0	6.0	6.4	6.4	4.3	5.0	5.8	5,977
1987	4.8	8.2	6.2	6.4	5.1	5.3	5.0	3.4	5.9	5.4	5,470
1988	4.6	9.4	5.7	6.4	4.6	4.0	6.7	3.4	5.8	5.5	5,780
1989	4.6	8.9	6.0	4.4	4.6	3.4	6.6	4.3	6.5	5.5	5,991
Percent Vocational Associate Degree											
1983	5.5	6.7	9.9	4.0	8.3	6.4	13.3	5.4	7.9	7.7	9,080
1985	7.4	8.6	8.5	3.9	10.8	8.0	15.1	4.1	6.4	8.5	7,835
1986	6.8	7.7	6.3	3.9	11.7	5.3	14.7	3.7	5.1	7.8	8,013
1987	6.6	7.1	6.8	3.4	10.3	4.4	13.9	2.9	3.9	7.1	7,207
1988	7.3	6.8	5.9	3.4	10.8	3.5	12.9	3.4	3.2	7.0	7,359
1989	6.3	6.8	6.5	2.6	10.0	3.0	13.4	2.9	3.8	6.7	7,222
Percent Vocational Certificate											
1983	3.6	7.5	4.9	9.9	3.2	5.6	11.8	5.0	9.8	6.2	7,347
1985	5.5	6.7	3.3	9.6	4.6	4.8	10.9	3.5	8.5	6.0	5,502
1986	5.6	6.6	3.1	10.3	5.2	4.0	10.2	3.2	7.1	5.8	5,988
1987	5.6	6.3	2.8	8.9	4.0	3.2	8.6	2.8	6.3	5.1	5,225
1988	6.3	5.9	3.4	8.7	4.5	2.2	9.5	2.8	5.0	5.3	5,535
1989	6.7	6.1	3.3	5.4	4.0	1.7	9.4	3.2	6.1	5.2	5,663
Percent Job Skills											
1983	10.4	14.2	9.7	17.3	12.1	9.9	33.8	12.4	17.3	15.1	17,954
1985	10.5	10.8	8.1	13.0	9.7	10.1	33.6	5.9	12.4	12.6	11,559
1986	7.4	9.3	7.1	13.4	8.3	11.8	35.7	7.3	11.9	12.0	12,311
1987	6.4	6.6	6.2	15.1	7.3	6.3	36.7	5.4	12.1	10.9	11,116
1988	6.5	4.9	6.3	12.8	7.3	3.1	32.2	6.4	11.3	10.0	10,543
1989	5.3	4.9	4.7	4.7	6.1	6.6	33.2	8.6	11.4	9.7	10,504
Unknown/ Undecided											
1983	48.7	24.2	29.0	40.7	23.4	44.4	18.8	37.4	22.8	31.2	36,945
1985	29.9	29.1	35.1	41.4	21.2	41.4	19.0	54.8	31.3	32.5	29,822
1986	35.7	35.2	38.0	43.7	21.0	54.1	20.7	51.1	43.6	35.9	36,787
1987	35.8	32.9	34.9	48.8	24.2	65.1	24.4	58.4	40.2	38.3	39,169
1988	32.2	33.0	41.0	52.0	23.4	76.7	27.9	56.1	44.4	39.3	41,239
1989	34.6	29.4	42.7	71.0	27.2	73.1	26.6	48.9	38.9	39.2	42,385
Total Enrollment											
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	100.0	118,538
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1983 through 1989.□

FIGURE 12: DISTRICT UNDUPLICATED ENROLLMENT BY EDUCATIONAL GOAL

FALL 1983 - FALL 1989

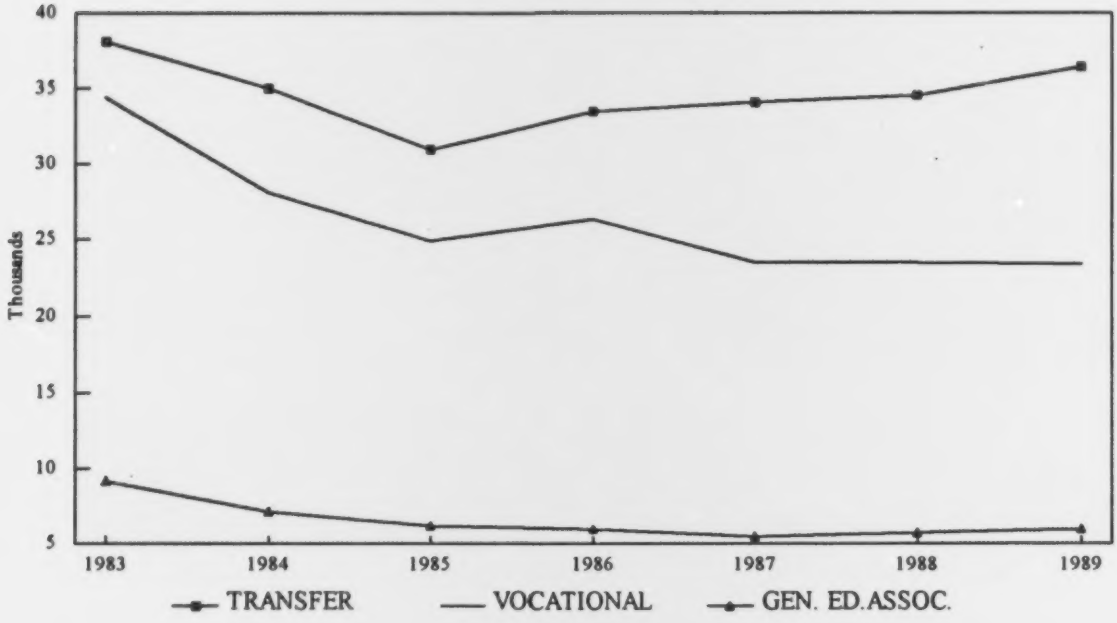

TABLE 12.2

ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1990 - FALL 1992

GOAL	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Prepare New Career											
1990	8.1	6.7	4.2	8.9	5.6	10.0	12.5	8.1	11.1	8.1	8,987
1991	12.7	10.1	7.1	14.5	9.8	16.6	20.3	12.1	16.9	12.9	15,095
1992	14.5	11.8	10.6	15.7	11.1	17.8	25.0	14.4	17.4	15.0	17,234
Advance in Job/Career											
1990	3.5	3.9	2.3	6.2	3.6	3.1	7.9	4.5	6.1	4.5	4,981
1991	5.3	5.2	2.9	8.0	5.1	6.5	10.0	6.9	7.5	6.3	7,343
1992	5.3	5.1	3.7	7.5	5.1	6.9	11.4	6.8	7.4	6.5	7,443
Discover Career Goals											
1990	4.6	6.3	4.1	4.5	6.1	4.7	18.9	6.9	7.2	7.3	8,069
1991	5.1	6.2	3.9	5.5	7.2	4.5	11.9	6.8	6.0	6.6	7,745
1992	5.4	6.6	5.0	4.9	7.5	4.5	8.6	7.1	5.8	6.5	7,458
Maintain License											
1990	0.8	1.2	0.7	0.9	0.6	1.6	1.0	0.7	1.3	0.9	1,024
1991	1.2	2.1	1.2	1.2	1.0	2.9	2.2	1.2	1.6	1.5	1,786
1992	1.4	2.3	2.1	1.5	1.4	3.4	3.4	1.8	1.7	2.0	2,311
Voc. Degree w/o Transfe											
1990	4.3	3.7	1.7	3.9	1.8	1.7	6.1	2.1	3.7	3.2	3,560
1991	3.1	2.9	1.2	2.2	1.4	2.8	4.5	1.6	2.4	2.4	2,841
1992	2.7	2.5	1.3	1.7	1.2	2.4	4.3	1.5	2.1	2.2	2,502
Voc. Certif. w/o Transfer											
1990	3.8	3.7	4.1	1.9	4.3	1.8	7.8	2.1	2.4	3.8	4,157
1991	2.5	2.4	2.4	1.3	2.6	1.5	5.0	1.7	1.6	2.4	2,860
1992	2.1	2.0	1.7	1.4	1.5	1.5	3.6	1.4	1.4	1.9	2,176
Subtotal Vocational											
1990	25.2	25.4	17.2	26.3	22.0	22.9	54.2	24.5	31.7	27.8	30,778
1991	29.8	28.8	18.8	32.7	27.0	34.9	53.9	30.4	35.8	32.2	37,670
1992	31.3	30.3	24.4	32.7	27.8	36.5	56.3	33.1	35.8	34.0	39,123
Transfer with Degree											
1990	24.1	26.3	20.5	12.1	24.4	11.4	9.3	18.4	20.7	19.9	22,007
1991	20.3	24.9	16.0	13.6	22.2	15.3	10.2	18.2	19.5	18.5	21,676
1992	19.8	24.4	18.0	13.9	22.6	16.6	11.0	18.1	19.7	18.8	21,621
Transfer w/o Degree											
1990	7.7	7.4	6.3	4.0	14.4	2.9	1.7	11.4	9.4	8.3	9,160
1991	6.9	6.9	4.7	4.1	12.0	3.3	1.6	10.0	8.0	7.2	8,377
1992	6.2	6.8	5.1	4.4	10.6	3.8	1.9	8.9	8.2	6.7	7,741
Subtotal Transfer											
1990	31.8	33.8	26.8	16.1	38.8	14.4	11.0	29.8	30.1	28.2	31,167
1991	27.2	31.8	20.7	17.7	34.2	18.5	11.8	28.2	27.5	25.7	30,053
1992	26.0	31.2	23.2	18.2	33.2	20.4	12.9	27.0	27.9	25.6	29,362

Continued on Next Page

TABLE 12.2 (Continued)

GOAL	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	District West	District %	District Number
Assoc. Degree w/o Transfer											
1990	3.8	5.8	5.2	3.3	4.0	3.4	5.6	3.6	5.1	4.5	4,945
1991	3.6	5.0	3.8	3.5	3.6	4.9	5.3	3.7	4.4	4.1	4,849
1992	3.7	4.7	4.2	3.4	3.4	5.7	5.1	3.9	4.2	4.1	4,768
Personal Enrichment											
1990	3.5	2.4	2.4	4.4	3.8	1.4	1.5	4.8	5.1	3.4	3,723
1991	5.4	3.2	3.0	5.5	5.3	1.5	2.0	7.7	5.3	4.7	5,481
1992	5.2	3.5	3.7	5.7	6.0	2.1	2.2	8.0	5.2	5.0	5,709
Subtotal General Education											
1990	7.3	8.2	7.6	7.7	7.9	4.8	7.1	8.4	10.2	7.8	8,668
1991	9.1	8.3	6.8	9.0	8.9	6.5	7.4	11.4	9.6	8.8	10,330
1992	9.0	8.3	7.9	9.1	9.5	7.8	7.3	11.8	9.4	9.1	10,477
Improve Basic Skills											
1990	4.2	2.2	0.8	2.0	0.6	1.6	1.4	1.2	1.4	1.7	1,911
1991	7.2	3.4	0.9	3.3	1.1	3.2	2.2	2.2	1.8	2.9	3,364
1992	9.0	3.6	1.2	3.9	1.3	2.5	2.8	2.8	2.1	3.4	3,960
Complete HS Diploma											
1990	0.8	1.0	0.3	1.3	0.7	0.9	0.7	0.5	0.6	0.7	794
1991	1.4	1.7	0.7	1.7	1.1	1.9	1.1	0.9	1.1	1.2	1,448
1992	1.8	1.3	0.7	1.9	1.2	1.5	1.7	1.0	1.1	1.3	1,547
Subtotal Transitional											
1990	5.0	3.2	1.0	3.3	1.3	2.5	2.0	1.7	2.0	2.4	2,705
1991	8.6	5.1	1.6	5.0	2.2	5.1	3.4	3.1	2.9	4.1	4,812
1992	10.8	4.9	1.9	5.7	2.5	4.0	4.5	3.8	3.2	4.8	5,507
Undecided											
1990	15.2	14.9	15.2	32.1	14.0	43.8	12.5	20.4	14.3	17.8	19,739
1991	12.0	13.6	11.7	19.1	13.9	22.3	11.1	15.1	11.8	13.9	16,251
1992	12.1	15.3	13.2	15.5	13.3	16.2	10.9	13.7	11.4	13.3	15,312
Unknown											
1990	15.7	14.5	32.3	14.4	16.1	11.6	13.2	15.2	11.7	15.9	17,633
1991	13.3	12.4	40.5	16.5	13.7	12.7	12.5	11.8	12.3	15.2	17,824
1992	10.9	10.1	29.5	18.8	13.9	15.1	8.2	10.5	12.3	13.0	14,911
TOTAL											
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917

Source: Office of Research and Planning

FALL AND SPRING STUDENT AND ENROLLMENT CHARACTERISTICS

These summary tables and figures are included to furnish student characteristics data for all categories at a glance, for quick and easy review. They include spring semester data, which is not given as detailed coverage and analysis as the fall figures. In this edition both Spring 1992 and Spring 1993 are included, and placed opposite each other for easy comparison.

Most variations between corresponding fall and spring percentages are not greater than a percentage point or two within categories. Notable exceptions are the percentages of first-time and continuing students; first timers are a smaller share in spring, while continuing students are substantially higher. Both transfer and returning have slightly lower percentages. These differences occur because fewer new students start school in the spring, and more continue from fall to spring than vice versa.

TABLE 13.1

STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, FALL 1992

(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Age											
Under 25	40.9	54.6	52.8	41.4	57.1	38.6	40.6	48.2	40.7	47.4	54,430
25 - 34	33.9	28.6	24.7	27.8	24.8	33.9	33.7	28.6	32.5	29.6	33,987
Over 34	25.3	16.8	22.5	30.9	18.1	27.5	25.7	23.3	26.7	23.1	26,500
Ethnicity											
Asian	25.6	22.2	19.2	6.6	18.9	1.4	13.1	16.6	11.1	17.0	19,517
Black	14.5	2.6	13.9	6.3	4.3	75.5	33.3	7.3	53.0	17.8	20,469
Hispanic	38.4	70.1	31.5	59.1	13.6	21.9	43.6	25.4	14.1	35.4	40,677
White	19.9	4.3	34.3	26.6	60.5	0.8	8.6	48.6	19.7	28.1	32,338
Gender											
Female	53.6	57.2	58.5	64.4	54.4	69.3	46.0	56.1	61.8	56.2	64,582
Male	46.4	42.8	41.5	35.6	45.6	30.7	54.0	43.9	38.2	43.8	50,335
Class Level											
Freshman	60.5	64.2	63.4	68.7	58.1	65.5	70.7	59.1	58.9	62.5	71,816
Sophomore	28.7	29.1	25.4	22.3	29.5	28.8	22.5	26.6	26.4	26.9	30,995
AA or Higher	10.7	6.7	11.2	9.1	12.4	5.7	6.7	14.3	14.7	10.5	12,107
Entering Status											
1st-Time	18.3	15.7	18.2	19.6	17.6	18.9	23.0	14.3	16.1	17.7	20,325
Transfer	8.3	7.1	11.0	10.0	11.0	7.4	8.5	13.5	13.7	10.2	11,670
Returning	7.4	9.0	10.5	6.9	8.8	12.4	9.5	13.5	15.2	10.2	11,670
Continuing	66.0	68.2	60.3	63.5	62.6	61.3	58.9	58.8	55.0	62.0	71,253
Unit Load											
Under 6	33.7	36.6	36.9	41.7	36.4	34.7	37.3	41.7	36.9	37.4	42,924
6-11 units	36.5	36.0	34.3	34.4	34.7	43.4	37.2	35.9	40.5	36.5	41,925
12 or more	29.8	27.3	28.7	23.8	28.9	22.0	25.5	22.4	22.5	26.2	30,068
Hour Load											
Under 6	29.1	30.3	29.6	36.0	31.0	25.7	21.8	35.2	29.6	30.0	34,510
6-11 hours	34.6	34.7	32.5	30.3	33.5	34.8	33.1	36.1	40.9	34.6	39,707
12 or more	36.3	35.0	37.9	33.7	35.5	39.5	45.2	28.7	29.5	35.4	40,701
Time of Day											
Day	49.6	38.0	44.7	35.8	49.7	44.8	53.1	41.6	36.5	44.6	51,293
Day/Evening	19.3	20.4	18.9	22.3	19.9	13.2	10.8	17.1	17.4	17.9	20,539
Evening	31.1	41.6	36.5	41.9	30.4	42.0	36.1	41.3	46.1	37.5	43,085
Enrollment	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917

Source: Student Data Tape 551, Information Technology Branch, Educational Services Division.

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophmore includes all students with 30 or more units but no degree.

TABLE 13.2

STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, SPRING 1992

(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Age											
Under 25	42.6	57.3	50.4	38.6	57.0	40.1	42.3	48.5	41.8	48.0	53,577
25 - 34	33.5	26.3	25.3	28.0	24.8	33.9	33.8	28.2	31.8	29.2	32,641
Over 34	24.0	16.4	24.4	33.4	18.2	25.9	23.9	23.2	26.3	22.8	25,536
Ethnicity											
Asian	25.1	23.0	18.8	6.4	17.4	1.8	13.6	15.8	11.6	16.6	18,565
Black	15.1	2.4	13.7	7.2	3.9	73.6	32.1	7.0	50.9	17.9	19,969
Hispanic	37.9	69.2	28.6	56.3	13.5	23.2	43.2	24.2	13.9	34.2	38,188
White	20.1	4.4	37.5	28.5	62.4	1.0	9.5	50.6	21.2	29.5	31,501
Gender											
Female	52.7	56.8	58.9	63.7	53.9	68.7	44.1	55.3	61.1	55.6	62,125
Male	47.3	43.2	41.1	36.3	46.1	31.3	55.9	44.7	38.9	44.4	49,629
Class Level											
Freshman	62.5	66.1	63.0	70.0	60.8	71.3	69.8	59.9	61.9	64.1	71,606
Sophomore	26.3	27.3	24.2	19.6	26.7	22.8	23.0	25.2	23.0	24.8	27,807
AA or Higher	11.2	6.6	12.7	10.4	12.5	5.9	7.1	14.9	15.1	11.0	12,340
Entering Status											
1st-Time	11.9	12.2	9.4	13.2	8.1	14.8	15.9	8.1	11.6	11.1	12,491
Transfer	7.5	6.4	9.4	10.6	9.7	7.7	6.1	12.9	10.9	9.1	10,142
Returning	6.8	7.6	9.6	6.9	7.2	8.0	7.6	12.7	11.3	8.7	9,707
Continuing	73.7	73.7	71.6	69.3	75.1	69.6	70.5	66.3	66.2	71.1	79,413
Unit Load											
Under 6	34.7	38.0	38.2	44.1	39.3	31.0	37.9	44.0	38.9	38.8	43,348
6-11 units	35.6	34.4	34.2	26.6	33.6	45.8	35.5	33.8	37.7	34.9	38,950
12 or more	29.7	27.6	27.7	29.3	27.1	23.1	26.6	22.2	23.4	26.4	29,455
Hour Load											
Under 6	29.7	31.1	30.4	39.1	33.2	22.4	22.6	37.4	31.3	31.3	34,942
6-11 hours	34.0	34.4	32.7	27.6	32.5	32.0	32.9	34.6	38.0	33.4	37,377
12 or more	36.3	34.5	36.9	33.3	34.3	45.6	44.5	28.0	30.7	35.3	39,434
Time of Day											
Day	49.8	39.1	42.1	30.9	47.9	44.0	51.6	39.4	35.7	43.4	48,481
Day/Evening	18.9	20.5	21.0	18.9	20.4	14.2	10.9	17.2	17.5	17.9	20,035
Evening	31.2	40.5	36.8	50.1	31.7	41.8	37.4	43.4	46.7	38.7	43,237
Enrollment	16,457	14,225	8,953	7,136	18,257	6,301	13,276	18,484	8,665	100.0	111,754

Source: Student Data Tape 551, Information Technology Branch, Educational Services Division.
Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophmore includes all students with 30 or more units but no degree.

TABLE 13.3

STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, SPRING 1993

(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Age											
Under 25	38.0	52.7	50.2	39.4	55.1	35.1	37.0	46.2	37.8	44.8	46,096
25 - 34	35.2	30.0	27.2	29.0	26.8	36.1	36.0	30.2	35.4	31.5	32,390
Over 34	26.8	17.3	22.6	31.7	17.9	28.8	27.0	23.5	26.8	23.7	24,359
Ethnicity											
Asian	25.1	22.1	19.3	6.4	19.2	1.4	13.1	17.4	11.4	17.1	17,571
Black	14.2	2.3	14.0	6.6	4.2	74.7	34.1	7.4	51.5	18.0	18,476
Hispanic	38.4	70.6	31.6	59.1	14.2	22.5	42.2	25.4	15.0	35.4	36,398
White	20.2	3.8	33.3	26.0	59.7	0.8	9.1	47.5	19.4	27.6	28,372
Gender											
Female	52.8	57.0	57.8	64.0	54.0	69.5	45.4	55.2	61.6	55.6	57,211
Male	47.2	43.0	42.2	36.0	46.0	30.5	54.6	44.8	38.4	44.4	45,634
Class Level											
Freshman	61.8	64.3	65.8	71.5	61.8	67.3	71.0	61.3	62.0	64.4	66,247
Sophomore	30.2	30.8	26.1	21.7	29.5	27.5	23.3	27.8	27.0	27.7	28,459
AA or Higher	8.0	5.0	8.1	6.7	8.7	5.2	5.6	10.9	11.0	7.9	8,140
Entering Status											
1st-Time	11.9	8.1	8.7	13.3	7.6	13.7	15.0	7.9	11.1	10.3	10,610
Transfer	5.6	5.8	8.0	6.9	8.3	6.2	7.1	9.9	10.5	7.6	7,859
Returning	5.5	5.6	8.0	5.5	6.5	8.4	7.5	10.8	10.0	7.5	7,707
Continuing	76.9	80.4	75.2	74.3	77.7	71.7	70.4	71.4	68.3	74.5	76,669
Unit Load											
Under 6	30.1	35.9	35.8	43.1	35.6	31.7	36.1	41.5	39.2	36.5	37,516
6-11 units	37.7	35.4	34.6	29.9	35.0	45.9	36.5	36.1	36.9	36.2	37,214
12 or more	32.2	28.7	29.6	27.0	29.5	22.4	27.4	22.4	23.9	27.3	28,116
Hour Load											
Under 6	25.5	29.4	27.3	35.9	29.5	22.3	21.3	34.7	31.3	28.7	29,541
6-11 hours	35.6	33.2	32.6	32.2	34.0	34.0	31.4	35.9	37.7	34.2	35,154
12 or more	38.9	37.4	40.1	31.9	36.5	43.7	47.4	29.4	31.0	37.1	38,150
Time of Day											
Day	48.6	37.5	44.1	26.0	39.4	41.4	53.0	41.8	35.4	42.0	43,165
Day/Evening	19.8	22.2	20.1	21.6	22.9	14.4	11.4	18.5	16.2	18.9	19,443
Evening	31.6	40.3	35.7	52.4	37.8	44.2	35.5	39.8	48.4	39.1	40,237
Enrollment	15,249	13,563	7,897	6,349	16,397	5,230	13,007	17,208	7,945	100.0	102,845

Source: Student Data Tape 551, Information Technology Branch, Educational Services Division.

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophmore includes all students with 30 or more units but no degree.

Instructional Programs

- Weekly Student Contact Hours (WSCH), like enrollment, underwent a 40% decline between 1975 and 1985, and has only partially recovered. The percentage of Evening WSCH, which grew throughout the 1980s, has declined slightly since 1990.

- Since 1984, Mathematics has had the greatest WSCH of any discipline or group of disciplines, followed since 1990 by English, PE/Health, and the Business group. After three years of rapid growth, ESL declined in Fall 1992.

- The percentage of regular faculty has declined in high-demand areas like Mathematics and English, as hourly faculty have been hired to teach lower-level classes. Cutbacks in classes and hourly faculty help increase class size in some disciplines.

- Developmental and nontransferable WSCH declined sharply districtwide in Fall 1992, in both volume and percentage. There were significant increases in Liberal Arts and UC-transferable WSCH.

- Cutbacks in offerings have forced Summer Session enrollment and WSCH down from their six-year high point in 1990. Demand continues to outstrip capacity.

- PACE has declined slightly since 1990, but continues to boost WSCH in liberal arts disciplines. Credit ESL has declined after reductions in hourly faculty, while noncredit ESL has faded with the gradual expiration of the Amnesty program.

WSCH BY DAY AND EVENING PROGRAMS

Weekly Student Contact Hours (WSCH) is a central measure of course and faculty productivity, and is the most common basis for calculating both ADA. and FTES. District WSCH was at its peak in Fall 1975, when it rose to almost 1,500,000. Enrollment peaked in Fall 1981, at a level 2% above that of 1975. But WSCH in 1981 was 9% below the 1975 level. This discrepancy was brought about by changes in student characteristics. In 1975, 26% of District students were under 20 years, and 36% were carrying full-unit loads. The WSCH per enrollment that year was 10.8, a level that was not approached in the 1980s. By 1981, only 21% of students were under 20, the percentage of full loads had dropped to 25%, and WSCH per enrollment was down to 9.28. This increase in older students attending part-time has continued up to the present. It is also reflected in the shift from day to evening WSCH throughout the 1980s. But for the past two years the percentage of evening WSCH has dropped back slightly from its high point in 1990. It appears to be stabilizing around one-third of all WSCH districtwide.

The amount of WSCH overall declined along with enrollment to a low point in the mid 1980s. It rose steadily up to 1991, but not to its 1980 level ; it declined slightly in Fall 1992.

FIGURE 14: DISTRICT DAY AND EVENING WSCH, FALL 1972 - FALL 1992

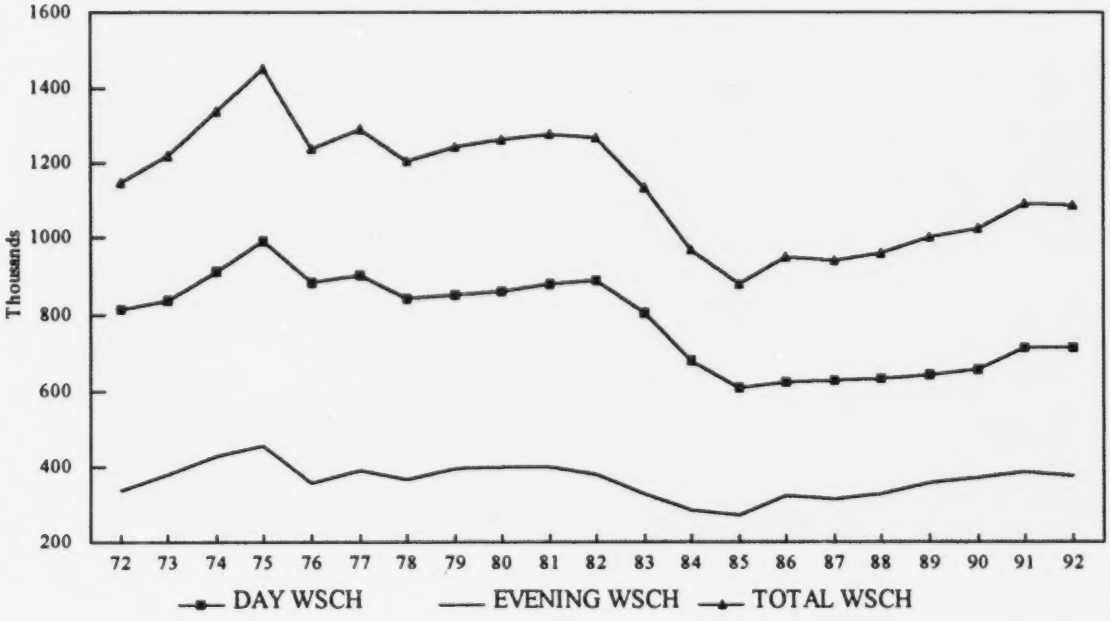

TABLE 14

WEEKLY STUDENT CONTACT HOURS BY DAY AND EVENING PROGRAMS

FALL 1968 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Day WSCH											
1968	74.9	72.4	76.2	---	74.7	75.2	68.5	72.6	---	73.1	714,321
1970	77.2	62.1	78.0	---	76.0	68.5	66.8	74.3	73.7	72.4	814,919
1975	70.5	67.8	69.7	53.8	71.6	64.5	66.2	68.5	65.7	68.6	994,197
1980	70.4	63.6	69.7	53.3	71.0	62.2	72.6	66.5	63.9	68.2	858,877
1985	71.2	71.4	63.9	39.7	73.9	60.6	76.1	64.2	63.6	69.3	610,027
1986	69.0	67.9	62.1	35.5	70.7	55.6	75.4	62.6	55.5	65.9	623,627
1987	70.2	67.9	65.5	33.2	71.1	54.1	75.6	64.4	55.7	66.5	626,042
1988	68.4	69.8	65.5	39.3	71.1	52.7	72.6	63.8	54.6	65.9	631,552
1989	69.5	60.3	65.1	39.1	70.4	56.5	72.0	62.7	54.9	64.3	642,761
1990	66.8	58.6	66.0	41.1	70.7	54.5	71.3	63.9	56.0	63.8	654,851
1991	67.5	60.4	67.2	47.2	70.8	58.0	73.7	64.1	55.4	64.9	709,601
1992	68.4	60.8	65.0	52.1	71.2	58.8	74.4	64.7	55.9	65.6	711,778
Percent Evening WSCH											
1968	25.1	27.6	23.8	---	25.3	24.8	31.5	27.4	---	26.9	262,443
1970	22.8	37.9	22.0	---	24.0	31.5	33.2	25.7	26.3	27.6	309,891
1975	29.5	32.2	30.3	46.2	28.4	35.5	33.8	31.5	34.3	31.4	455,359
1980	29.6	36.4	30.3	46.7	29.0	37.8	27.4	33.5	36.1	31.8	400,894
1985	28.8	28.6	36.1	60.3	26.1	39.4	23.9	35.8	36.4	30.7	270,242
1986	31.0	32.1	37.9	64.5	29.3	44.4	24.6	37.4	44.5	34.1	323,317
1987	29.8	32.1	34.5	66.8	28.9	45.9	24.4	35.6	44.3	33.5	315,519
1988	31.6	30.2	34.5	60.7	28.9	47.3	27.4	36.2	45.4	34.1	326,625
1989	30.5	39.7	34.9	60.9	29.6	43.5	28.0	37.3	45.1	35.7	356,840
1990	33.2	41.4	34.0	58.9	29.3	45.5	28.7	36.1	44.0	36.2	371,859
1991	32.5	39.6	32.8	52.8	29.2	42.0	26.3	35.9	44.6	35.1	383,630
1992	31.6	39.2	35.0	47.9	28.8	41.2	25.6	35.3	44.1	34.4	373,643
Total WSCH											
1968	209,267	132,029	95,972	---	160,837	27,067	167,022	184,570	---	100.0	976,764
1970	216,509	145,240	108,573	---	184,821	35,638	190,294	196,731	47,004	100.0	1,124,810
1975	260,510	189,478	130,446	15,597	251,491	59,473	229,699	235,838	77,024	100.0	1,449,556
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	880,269
1986	144,760	112,978	79,784	35,175	170,101	35,465	149,282	150,214	69,185	100.0	946,944
1987	140,017	113,644	81,630	34,282	170,787	39,300	142,884	152,054	66,963	100.0	941,561
1988	140,027	119,222	79,343	33,343	172,322	45,792	145,623	150,700	71,805	100.0	958,177
1989	153,899	128,195	80,714	42,568	167,679	53,232	141,070	155,537	76,707	100.0	999,601
1990	152,997	136,241	84,349	44,345	170,175	59,062	143,160	152,765	83,616	100.0	1,026,710
1991	158,733	140,563	96,594	57,181	174,896	63,641	153,077	164,535	84,011	100.0	1,093,231
1992	161,008	146,384	89,521	62,056	172,324	52,930	160,388	162,440	78,370	100.0	1,085,421

Source: Enrollment and Attendance Reports, 1968-1978 and computer report CCAF130, Office of Enrollment Management, Educational Services Division , 1983 through 1992. Enrollments do not include ITV.

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WSCH PER ENROLLMENT

During the past decade districtwide WSCH per student has fluctuated between 9.1 and 9.6; there has been a slow increase for the past four years. Since 1990-91, the spring semester has had higher rates than fall.. The overall decrease during the 1980s may have resulted from the lighter loads taken by more older, working students; this trend seems to over, as rates edge up to 1979 levels.

FIGURE 15:DISTRICT WSCH PER ENROLLMENT, FALL 1979 - FALL 1992

TABLE 15

WEEKLY STUDENT CONTACT HOURS PER ENROLLMENT

1979-80 THROUGH 1992-93

		City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1979-80	Fall	8.47	12.27	9.50	6.34	9.28	9.47	12.09	8.62	8.17	9.63
	Spring	9.48	10.29	9.37	6.43	9.16	9.46	12.04	8.46	7.99	9.49
1980-81	Fall	7.61	12.27	9.28	6.19	9.40	9.56	12.24	8.57	8.15	9.51
	Spring	9.31	10.07	9.47	5.99	9.35	9.49	12.11	8.47	8.27	9.49
1981-82	Fall	8.05	11.67	9.04	5.80	9.21	9.42	11.66	8.22	7.77	9.28
	Spring	9.42	10.09	9.19	5.88	9.04	9.64	11.42	8.42	7.56	9.26
1982-83	Fall	10.00	9.26	9.72	6.29	9.19	9.32	12.05	8.43	8.18	9.42
	Spring	10.00	9.42	10.10	6.05	9.35	9.42	12.54	8.49	8.52	9.60
1983-84	Fall	10.05	9.83	9.61	6.10	9.23	9.15	12.15	8.46	8.72	9.55
	Spring	10.43	9.23	9.41	5.99	9.27	8.86	12.31	8.32	8.25	9.45
1984-85	Fall	10.24	9.51	9.51	5.90	9.23	9.14	12.68	8.29	8.56	9.54
	Spring	10.37	9.56	9.43	5.88	9.22	9.05	12.86	8.26	8.34	9.58
1985-86	Fall	10.24	9.47	9.54	6.30	9.37	9.23	12.57	8.35	8.63	9.59
	Spring	10.13	9.38	9.26	6.55	9.17	9.10	13.04	8.28	8.74	9.54
1986-87	Fall	9.74	9.20	9.33	7.14	9.19	8.34	12.03	8.26	8.09	9.24
	Spring	9.71	9.31	8.93	6.86	9.14	8.40	11.92	8.21	7.87	9.17
1987-88	Fall	9.84	9.13	9.49	6.66	9.32	8.47	11.91	8.38	7.71	9.21
	Spring	9.69	9.35	8.96	6.36	9.23	8.49	11.71	8.37	7.85	9.15
1988-89	Fall	9.35	9.18	9.04	6.84	9.36	8.55	11.47	8.41	7.98	9.13
	Spring	9.50	9.38	9.07	6.98	9.19	9.55	11.40	8.30	7.87	9.15
1989-90	Fall	9.60	9.37	9.21	7.45	9.30	9.60	11.20	8.40	8.21	9.24
	Spring	9.62	9.26	9.54	7.22	9.16	8.94	11.20	8.49	8.36	9.21
1990-91	Fall	9.42	9.26	9.47	7.69	9.19	9.75	11.11	8.52	8.64	9.28
	Spring	9.50	9.03	9.44	7.65	9.09	9.72	11.42	8.56	8.64	9.26
1991-92	Fall	9.44	9.54	10.05	7.86	9.11	9.71	11.17	8.53	8.60	9.35
	Spring	9.57	9.30	9.94	8.06	9.04	9.69	11.59	8.44	8.76	9.38
1992-93	Fall	9.54	9.45	9.71	8.36	9.27	9.27	11.55	8.61	8.85	9.45
	Spring	9.69	9.66	9.82	8.15	9.32	9.43	11.98	8.59	8.86	9.57

Source: Enrollment and Attendance Reports, Educational Services Division, 1974 through 1978, and Board of Trustees Informative Reports, compiled by the Office of Attendance Accounting, Educational Services Division, 1978 through 1993.

WSCH BY PROGRAM AREA

Table 16 lists the instructional program areas with WSCH over 10,000 in Fall 1992, in order of amount, while the bar graph in Figure 16 compares WSCH of this year's top 10 with their WSCH in 1981. The program areas consist of single disciplines or groups of closely related disciplines. The percentage change from 1981 represents a comparison of current WSCH with the year in which the District had its highest overall enrollment. Since ESL did not exist as a discipline in 1981, it could not be compared. However, ESL classes were offered and continue to be offered under other disciplines, including English, Developmental Communications and Speech, among others.

FIGURE 16: WSCH BY SELECTED PROGRAM AREA, FALL 1981 AND FALL 1992

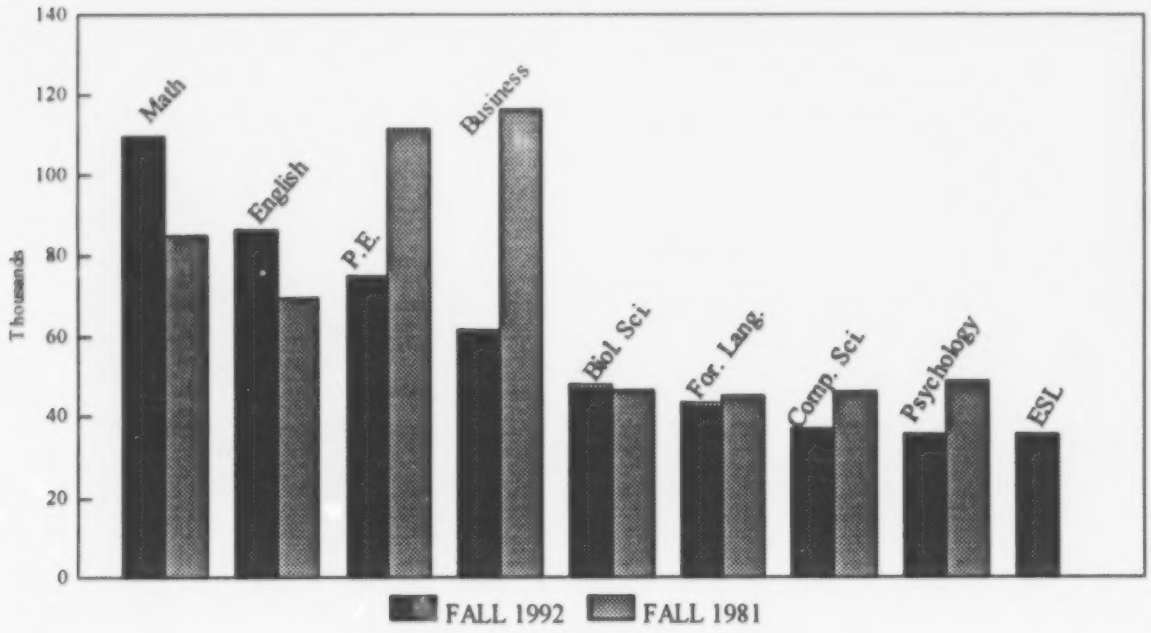


TABLE 16

WEEKLY STUDENT CONTACT HOURS (WSCH) BY SELECTED PROGRAM AREA

FALL 1981 - FALL 1992

Major Activity	Fall 1981	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	% Chng. 1991-92	% Chng. 1981-92
Mathematics	84,764	89,473	96,336	97,375	105,021	109,289	4.1	28.9
English	69,497	79,859	86,448	84,074	92,975	86,291	-7.2	24.2
Phys. Ed., Health	111,132	63,500	62,900	73,279	74,581	75,002	0.6	-32.5
Business	116,103	76,502	75,149	69,218	68,839	61,634	-10.5	-46.9
Biological Sciences	46,585	31,549	34,640	42,673	44,823	47,905	6.9	2.8
Foreign Languages	45,115	35,092	37,761	40,075	42,290	43,564	3.0	-3.4
Computer Sciences	46,311	33,385	34,221	32,815	35,783	37,004	3.4	-20.1
Psychology	48,869	32,933	32,653	32,645	36,310	35,660	-1.8	-27.0
ESL		6,717	24,513	29,709	42,719	35,648	-16.6	N/A
Office Administration	43,607	29,456	28,671	30,173	32,585	31,930	-2.0	-26.8
Art	44,928	26,450	26,413	27,810	29,994	28,606	-4.6	-36.3
History & Social Sciences	32,766	24,163	27,669	26,345	34,146	28,038	-17.9	-14.4
Speech	24,695	33,711	24,681	24,239	26,508	26,199	-1.2	6.1
Chemistry	28,629	18,887	19,698	21,870	24,236	24,883	2.7	-13.1
Music	38,541	24,587	20,674	22,750	23,504	23,627	0.5	-38.7
Nursing	36,412	19,280	20,413	22,251	25,132	21,337	-15.1	-41.4
Physical Science	19,695	13,572	18,059	18,499	17,060	20,418	19.7	3.7
Child Development	14,662	15,129	16,160	17,327	19,035	19,301	1.4	31.6
Philosophy	10,971	14,172	17,547	21,405	16,548	19,192	16.0	74.9
Consumer Studies	21,808	17,373	18,285	18,622	18,703	19,040	1.8	-12.7
Political Science	18,376	20,979	14,958	14,999	16,607	18,737	12.8	2.0
Theatre Arts, Cinema	21,715	17,911	14,085	15,064	16,152	16,529	2.3	-23.9
Sociology	17,262	12,030	13,981	13,046	16,544	15,725	-5.0	-8.9
Electronics	34,468	17,381	15,191	14,023	15,981	14,415	-9.8	-58.2
Construction Trades	17,104	13,595	14,634	13,448	13,399	13,116	-2.1	-23.3
Public Services	18,574	10,900	11,222	11,503	12,265	12,388	1.0	-33.3
Developmental Studies	19,580	22,145	22,899	25,290	14,929	12,240	-18.0	-37.5
Automotive	20,861	11,083	10,616	11,242	12,530	11,818	-5.7	-43.3
Geography	8,569	7,260	8,321	7,812	8,835	11,733	32.8	36.9
Humanities	7,490	5,840	9,758	11,830	12,259	11,699	-4.6	56.2
Physics	12,455	9,984	9,517	9,820	10,389	11,506	10.8	-7.6
Economics	12,710	10,770	11,898	12,135	13,311	11,373	-14.6	-10.5
Anthropology	8,323	6,723	9,438	10,592	9,578	10,270	7.2	23.4
Photography	11,606	8,629	8,614	9,113	9,633	10,016	4.0	-13.7
Subtotal	1,114,183	861,020	898,023	933,071	993,204	976,133	-1.7	-12.4
Subtotal of Remaining Disciplines	159,599	94,026	97,310	96,067	101,660	95,245	-6.3	-40.3
District Total	1,273,782	955,046	995,333	1,029,138	1,094,864	1,071,378	-2.1	-15.9

Source: Office of Research and Planning

STAFFING PATTERNS BY PROGRAM AREA

The activities in Tables 17.1 and 17.2 are listed in the same order as in Table 16, and the disciplines in Figrure 17.1 and 17.2 are the same top 10 as in Figure 16, with comparisons here in full-time equivalent (FTE) faculty, and average class size. The percentages of regular faculty represent faculty who have full-time continuing assignments, as opposed to part-time hourly instructors.

Trends in faculty size by discipline have followed those in WSCH, with some exceptions. Differences in rank are caused by discrepancies in contract load, as well as variations in average class size. More hours of instruction by fewer faculty are offered under Physical Education and Health than under Business because the 18-hour load of PE/Health is greater than the 15-hour load of Business and most other liberal arts disciplines. Conversely, English has more total faculty FTE than Mathematics because its load is only 12 hours per week. But English has a smaller proportion of regular instructors.

The barchart illustrates changes in the number of regular faculty FTE, not total faculty. Thus, although the number of total FTE in English is greater in 1992 than in 1981, the number of regular FTE has fallen from 127.5 in 1981 to 94.5 in 1992. The number of regular FTE in Mathematics has increased only .7 since 1981, whereas total FTE in that discipline is up by 31. Among these "top ten" program areas, only Computer Science has enjoyed an increase in regular faculty FTE.

FIGURE 17.1: REGULAR FTE FACULTY BY SELECTED PROGRAM AREA

FALL 1981 AND FALL 1992

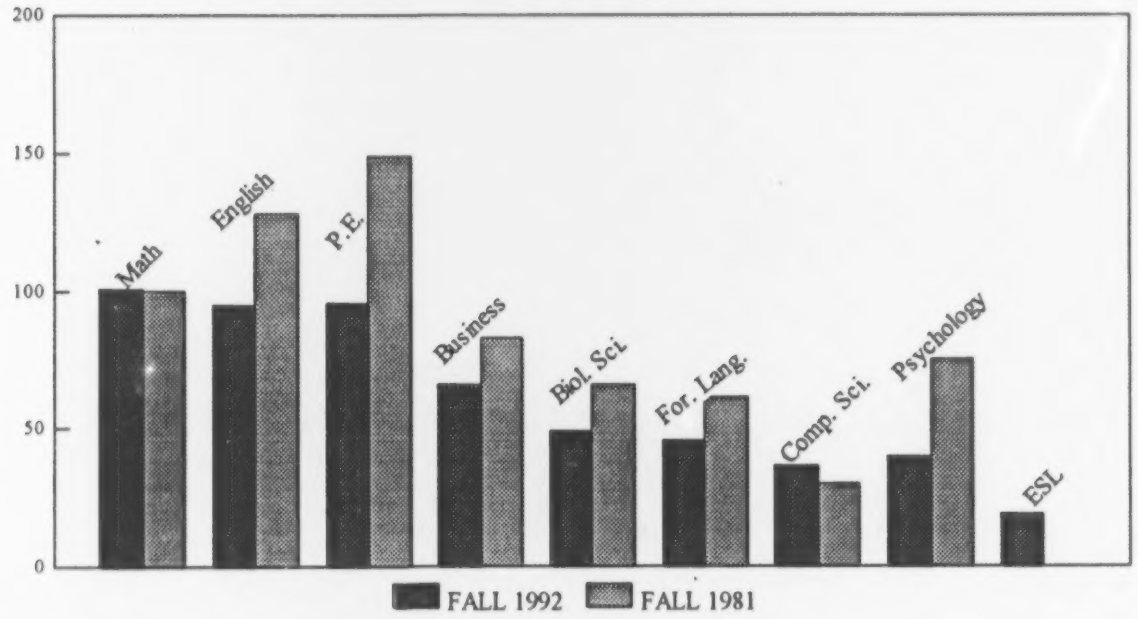


TABLE 17.1

STAFFING PATTERNS BY SELECTED PROGRAM AREA, FALL 1981 - FALL 1992

Activity	Faculty (Full-time Equivalents)						% Regular Faculty	
	1981	1988	1989	1990	1991	1992	1981	1992
Mathematics	149.7	173.8	182.3	170.6	176.8	180.7	66.8	55.7
English	182.9	197.9	212.2	188.3	200.6	191.7	69.7	49.3
Phys. Ed., Health	189.5	120.9	125.9	123.6	117.0	120.6	78.5	79.0
Business	213.2	158.7	164.3	146.4	138.6	130.6	38.8	50.4
Biological Sciences	93.0	71.5	75.7	80.6	76.7	78.8	71.1	61.9
Foreign Languages	109.0	81.1	86.9	86.9	87.9	85.9	56.4	53.2
Computer Sciences	70.4	74.1	78.6	72.6	70.0	75.6	42.6	48.7
Psychology	105.7	60.5	60.9	56.1	52.3	54.8	71.2	73.5
ESL	102.9	4.6	51.5	56.4	81.3	72.2	N/A	26.5
Office Administration	102.9	71.8	68.3	70.3	64.7	62.8	57.2	56.0
Art	104.4	66.7	67.3	62.3	62.6	62.9	60.5	66.7
Hist. and Soc. Sciences	65.6	45.0	48.5	44.2	48.5	43.4	84.3	72.4
Speech	57.8	65.3	51.0	46.4	48.5	48.8	67.4	55.7
Chemistry	61.2	51.7	48.6	50.6	47.6	48.1	75.3	65.3
Music	90.7	64.8	58.3	57.8	55.7	57.6	62.7	73.7
Nursing	155.5	84.5	85.5	82.8	88.2	84.7	85.2	83.2
Physical Science	41.5	25.3	30.4	29.2	26.8	30.1	74.0	68.3
Child Development	31.3	29.9	28.4	30.2	29.9	31.6	57.3	56.0
Philosophy	24.4	27.2	30.3	33.3	26.1	29.0	84.4	71.0
Consumer Studies	47.5	37.3	34.7	34.2	34.6	33.8	68.1	70.8
Political Science	33.9	34.0	26.3	24.7	25.4	27.2	80.3	71.3
Theater Arts, Cinema	51.9	41.0	36.4	39.1	37.9	36.2	67.1	68.0
Sociology	37.0	22.6	24.4	22.0	24.1	24.3	80.4	75.5
Electronics	58.9	49.8	46.2	42.0	42.0	39.3	58.1	64.0
Construction trades	27.2	26.6	24.0	23.4	23.8	23.3	70.0	69.6
Public Services	35.0	21.6	23.8	23.5	20.3	19.3	33.5	26.3
Developmental Studies	34.9	50.1	48.8	51.9	36.8	33.4	49.7	72.9
Automotive	39.4	25.3	22.7	22.4	21.1	23.4	74.8	73.0
Geography	14.7	13.8	15.0	13.0	14.2	18.2	*	70.1
Humanities	18.6	12.3	16.6	18.5	18.3	18.3	75.2	76.9
Physics	30.0	27.0	26.7	26.1	25.2	27.4	72.4	65.7
Economics	22.0	18.3	20.6	20.3	21.2	17.1	72.7	68.0
Anthropology	18.1	13.1	15.9	16.7	14.8	14.9	*	57.1
Photography	26.0	23.6	21.8	22.3	22.7	22.8	*	56.8
Subtotal	2,446.7	1,891.6	1,958.8	1,888.5	1,882.3	1,868.9	*	61.0
Subtotal of Remaining Disciplines	362.7	242.9	244.9	233.1	225.5	213.6	*	67.4
District Total	2,809.4	2,134.5	2,203.8	2,121.6	2,107.8	2,082.4	*	61.5

Source: Office of Research and Planning

Note: Sorted by Fall 1992 WSCH. All FTE (full-time equivalent) are active assignments in the classroom.

* Data not available.

CLASS SIZE BY PROGRAM AREA

Class size varies according to the nature and needs of the particular discipline. Some vocational programs, and disciplines with combined lab or studio classes like Chemistry, Music and Art, tend to have smaller class size, and the size of classes in some health occupations like Nursing is limited by accreditation requirements. Classroom-based disciplines experiencing enrollment surges may have larger class sizes, as do Mathematics and some disciplines in PACE programs. The District Average Class Size is obtained by dividing total WSCH by weekly faculty contact hours (WFCH).

FIGURE 17.2: CLASS SIZE BY SELECTED PROGRAM AREA, FALL 1981 - FALL 1992

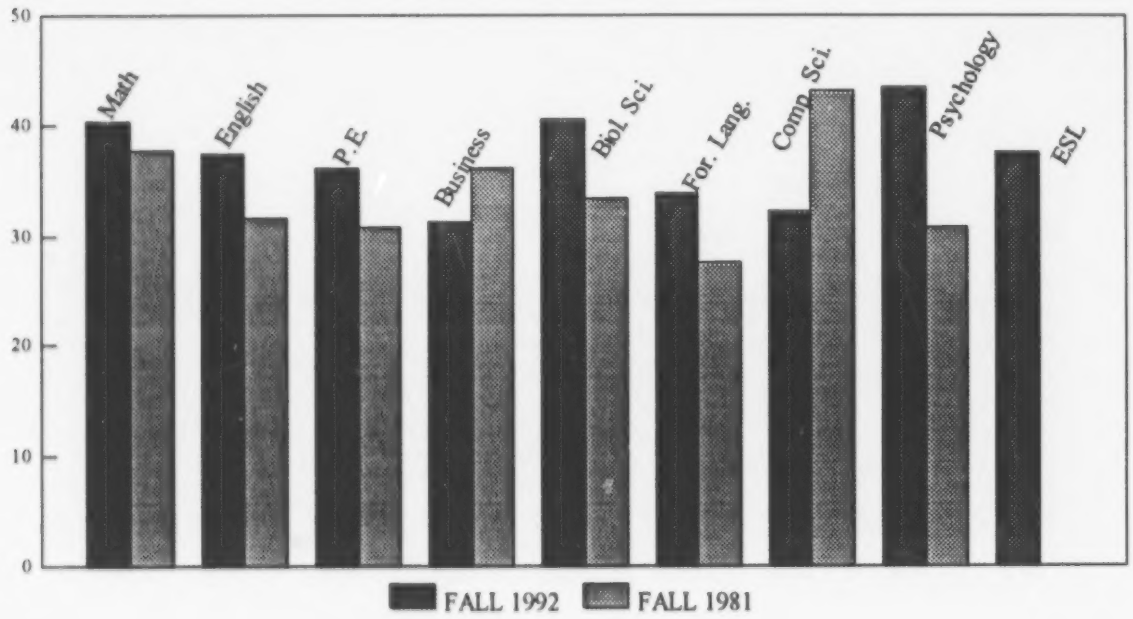


TABLE 17.2

CLASS SIZE BY SELECTED PROGRAM AREA, FALL 1981 - FALL 1992

Activity	Enrollment/Weekly Faculty Contact Hour						% Change	
	1981	1988	1989	1990	1991	1992	1991-92	1981-92
Mathematics	37.7	34.3	35.2	38.1	39.6	40.3	1.8	6.9
English	31.6	33.6	34.0	37.2	38.6	37.5	-2.9	18.6
Phys. Ed., Health	30.8	30.3	28.9	34.6	37.0	36.1	-2.3	17.2
Business	36.2	31.6	31.1	31.2	32.9	31.2	-5.0	-13.7
Biological Sciences	33.4	29.4	31.8	35.3	39.0	40.5	4.0	21.3
Foreign Languages	27.6	28.7	29.4	30.8	32.1	33.8	5.5	22.6
Computer Sciences	43.2	30.0	28.5	30.0	33.9	32.3	-4.6	-25.2
Psychology	30.8	36.3	35.8	38.8	46.3	43.4	-6.2	40.9
ESL		42.7	28.5	35.1	39.3	37.7	-4.0	N/A
Office Administration	28.1	27.8	28.3	28.6	33.6	33.9	1.1	20.7
Art	27.5	24.8	24.8	28.3	30.4	28.8	-5.2	4.7
History & Social Sciences	33.3	35.8	38.1	39.7	46.9	43.1	-8.1	29.3
Speech	28.5	34.4	32.2	34.8	36.5	35.8	-1.8	25.6
Chemistry	31.2	24.3	27.0	28.8	33.9	34.5	1.6	10.5
Music	28.3	25.3	23.6	26.2	28.1	27.3	-2.9	-3.4
Nursing	13.0	12.8	13.3	14.9	15.8	14.0	-11.5	7.9
Physical Science	31.2	35.7	40.8	42.3	42.5	45.2	6.2	44.8
Child Development	31.2	33.6	38.4	38.3	42.5	40.7	-4.2	30.4
Philosophy	30.0	34.7	38.6	42.9	42.3	44.1	4.2	47.1
Consumer Studies	26.2	25.1	28.6	29.1	29.0	30.1	3.8	14.8
Political Science	36.1	41.1	37.9	40.4	43.6	45.9	5.4	27.2
Theatre Arts, Cinema	27.9	29.7	25.8	25.7	28.4	30.4	7.0	9.1
Sociology	31.1	35.5	38.2	39.5	45.8	43.1	-6.0	38.5
Electronics	35.0	20.9	20.0	20.2	23.2	22.3	-3.8	-36.2
Construction Trades	30.1	24.3	29.1	27.4	26.8	26.8	-0.1	-11.1
Public Services	35.3	33.7	31.2	32.7	40.2	42.9	6.6	21.4
Developmental Studies	40.2	32.7	41.9	39.1	31.9	28.4	-11.1	-29.3
Automotive	27.6	22.0	24.1	25.9	30.3	25.8	-15.1	-6.7
Geography	38.9	35.2	37.1	40.0	41.4	42.9	3.6	10.3
Humanities	26.9	31.7	39.2	42.7	44.6	42.7	-4.3	58.6
Physics	27.7	24.6	23.8	25.1	27.5	28.0	1.6	0.9
Economics	38.5	39.3	38.3	39.9	41.8	44.4	6.2	15.5
Anthropology	30.7	34.2	39.5	42.3	43.2	45.8	6.2	49.3
Photography	27.6	23.2	25.1	26.1	27.0	28.1	3.9	1.7
District Average Class Size	29.8	28.8	29.6	31.5	33.8	33.5	-1.1	12.3

Source: Office of Research and Planning

Note: Sorted by Fall 1992 WSCH. Enrollment per weekly faculty contact hour approximates class size.

WSCH BY COURSE CLASSIFICATION

The classifications of courses cited in Table 18 and its accompanying figures are derived from the *Directory of Educational Programs and Courses*, published by the Office of Curriculum and College Relations, Educational Services Division. Some courses are offered on a trial basis before completing the approval process, which includes coding for classification. Colleges offering these courses show less than 100% coded WSCH.

There are seven letter symbols in the course data base designated by the State to classify a course's primary objective. When applied to WSCH, they can also be used as a measure of student purpose. Here, they have been collapsed to three categories: Prerequisite and Developmental, which includes B ("Developmental and Compensatory"),C ("Adult Basic Skills"), D("Personal Development and Survival") and F ("Parenting and Family Support") courses; Liberal Arts, including A ("Baccalaureate Oriented") and H ("General and Cultural") courses; and Occupational, which includes only I ("Career and Occupational")courses.

Most of the courses included under Prerequisite and Developmental are designed to meet the academic and personal needs of educationally disadvantaged or otherwise handicapped students. These courses include basic skills and developmental classes below college level, in English, English as a Second Language (ESL), Math, Speech, and Learning Skills, as well as special education classes for various categories of disabled students, and personal development classes taught by counselors. All the WSCH listed here under Prerequisite and Developmental is in credit classes.

The Occupational category includes courses intended to prepare students for a career or occupation without the need for subsequent training or education in an institute of higher education. Some of these courses may be transferable to equivalent vocational programs offered in California State University (CSU) institutions; none are transferable to the University of California (UC).

The Liberal Arts and Sciences classification includes all courses offered at the freshman and sophmore level at four-year colleges. These are all transferable, either to both CSU and UC institutions, or to CSU schools only

In some past years, not all classes were fully coded on the district database. This occurred before information systems were fully developed, and data requirements became more stringent. The comparatively low percentages of Prerequisite / Developmental WSCH in those years hint that much of the uncoded WSCH may have been in that classification.

TABLE 18

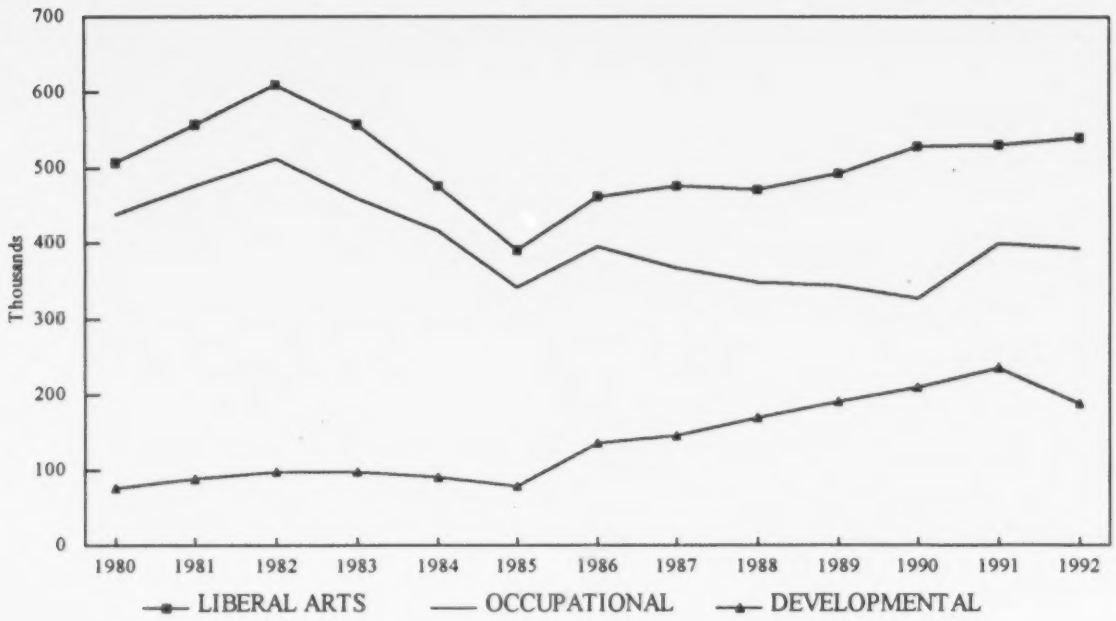
WEEKLY STUDENT CONTACT HOURS BY COURSE CLASSIFICATION AND COLLEGE, FALL 1980 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Prerequisite and Developmental											
1980	7.6	11.1	8.6	10.9	4.3	14.6	5.3	5.6	7.7	7.4	75,345
1985	13.4	13.3	9.5	14.3	5.0	14.9	6.7	7.8	12.0	9.5	78,749
1987	18.7	17.9	16.4	16.8	10.1	28.2	9.8	12.9	14.1	14.6	144,411
1988	21.5	19.7	17.9	19.7	11.4	38.4	13.8	12.9	14.6	16.9	167,519
1989	25.8	19.6	18.1	29.3	11.8	36.3	14.5	12.6	15.7	18.2	182,132
1990	26.2	19.8	18.0	34.3	10.6	41.4	15.7	12.6	17.9	19.3	197,727
1991	22.3	18.7	20.1	35.5	11.0	47.4	17.8	14.9	17.1	20.2	235,770
1992	16.9	18.1	15.9	29.6	10.6	34.1	12.9	14.1	16.7	16.6	186,561
Percent Occupational											
1980	41.2	33.5	36.4	37.3	33.5	36.9	76.9	36.2	45.4	43.0	439,421
1985	36.5	33.2	30.7	35.2	34.5	42.9	76.6	32.3	46.2	42.1	340,682
1987	33.1	28.5	28.4	30.0	30.1	34.6	73.4	28.7	41.3	37.2	368,098
1988	32.2	25.5	27.9	30.3	28.6	26.3	68.7	29.0	38.8	35.2	348,133
1989	29.7	25.9	29.0	27.7	28.0	28.9	66.8	28.3	38.8	34.4	344,254
1990	28.8	22.8	26.3	24.3	27.8	22.9	62.4	27.3	34.8	31.8	343,006
1991	30.8	27.7	30.3	31.8	29.4	24.5	61.5	28.7	36.4	34.3	400,280
1992	33.3	29.3	26.9	31.2	28.5	30.0	64.0	29.2	36.0	35.2	394,591
Percent Liberal Arts & Sciences											
1980	51.1	55.5	55.0	51.7	62.2	48.5	17.9	58.2	46.9	49.6	507,204
1985	50.1	53.5	57.2	50.4	60.5	42.2	16.8	59.9	41.7	48.2	390,602
1987	48.3	53.6	55.2	53.2	59.8	37.2	16.7	58.4	44.6	48.1	475,722
1988	46.4	54.8	54.2	50.0	60.0	35.3	17.5	58.0	46.6	47.8	472,771
1989	44.5	54.5	52.9	43.0	60.2	34.8	18.8	59.1	45.5	47.3	473,214
1990	45.0	57.4	55.6	41.4	61.6	35.7	21.9	60.0	47.3	48.9	502,475
1991	46.9	53.6	49.6	32.7	59.6	28.1	20.7	56.5	46.6	45.5	530,019
1992	49.8	52.6	57.2	39.2	60.9	35.9	23.1	56.7	47.3	48.2	540,407
Percent of WSCH Coded by Course Classification											
1980	83.9	87.9	80.8	72.5	79.5	81.3	75.3	83.0	78.5	81.1	1,021,970
1985	97.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.6	810,032
1987	100.0	99.2	100.0	99.9	100.0	100.0	100.0	100.0	100.0	99.9	988,231
1988	99.1	99.5	99.5	99.6	98.8	99.4	99.9	98.9	99.4	99.3	988,424
1989	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	999,601
1990	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1,026,710
1991	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1,166,069
1992	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1,121,559
Total WSCH											
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	813,476
1987	140,017	113,644	81,630	34,282	170,787	39,300	142,884	152,054	66,963	100.0	989,204
1988	140,027	119,222	79,343	33,343	172,322	45,792	145,623	150,700	71,805	100.0	995,795
1989	153,899	128,195	80,714	42,568	167,679	53,232	141,070	155,537	76,707	100.0	999,601
1990	152,997	136,241	84,349	44,345	170,175	59,062	143,160	152,765	83,616	100.0	1,026,710
1991	167,449	141,892	105,409	65,788	184,075	79,122	167,634	165,579	89,121	100.0	1,166,069
1992	160,112	150,304	94,795	67,865	179,975	58,689	161,650	164,065	84,104	100.0	1,121,559

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1992, Data Processing Branch, Business Services Division.

Note: Proportions for 1980 should be regarded with caution, because of the large number of courses which were not classified.

FIGURE 18: DISTRICT WSCH BY COURSE CLASSIFICATION, FALL 1980 - FALL 1992



WSCH BY COURSE TRANSFER STATUS

The transfer status of a course represents the extent it can be accepted for credit at four-year institutions. Transferable courses are usually equivalent to lower-level offerings at four-year schools. The courses transferable to both CSU and UC can be considered the equivalent of the liberal arts and sciences category, although they include some transferable vocational offerings. Many of the courses transferable to CSU can only serve as prerequisites of CSU career-oriented programs in fields like business, health occupations or journalism. The non-transferable courses contain many occupational offerings as well as prerequisite and developmental. Much if not most ESL WSCH is included in this category.

FIGURE 19: DISTRICT WSCH BY COURSE TRANSFER STATUS, FALL 1980 - FALL 1992

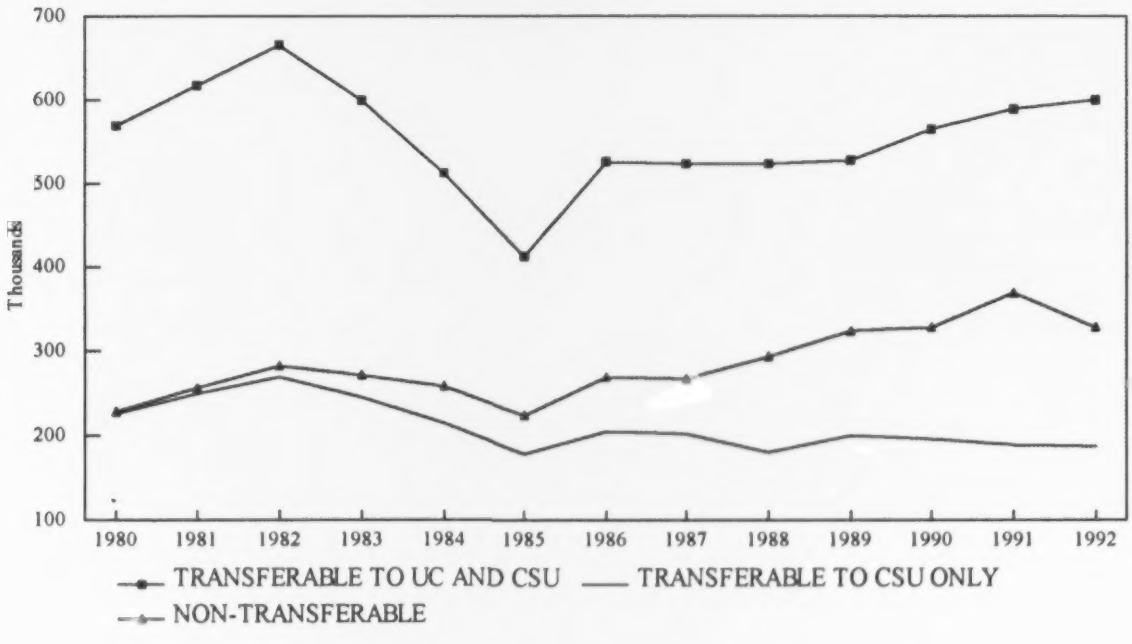


TABLE 19

WEEKLY STUDENT CONTACT HOURS BY COURSE TRANSFER STATUS AND COLLEGE, FALL 1980 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Transferable to UC and CSU											
1980	59.0	61.9	57.7	61.0	66.8	54.0	20.6	67.3	55.6	55.7	569,193
1985	50.8	58.4	54.9	51.5	64.4	47.0	18.9	63.1	44.2	50.7	446,147
1986	54.2	59.7	55.8	59.0	66.8	43.7	19.7	63.6	45.1	52.7	498,877
1987	54.2	58.7	57.9	55.5	66.1	40.9	19.0	64.0	50.2	52.9	498,242
1988	52.4	59.6	56.3	51.8	66.1	38.1	20.0	63.5	51.9	52.5	502,952
1989	48.3	57.2	55.1	44.1	64.6	36.4	21.0	61.1	49.2	50.3	502,602
1990	49.2	59.3	55.7	38.7	66.9	38.7	23.9	63.1	52.3	51.9	532,869
1991	51.6	60.7	54.6	41.8	67.2	31.2	23.3	62.2	53.0	51.3	597,708
1992	54.8	60.6	60.1	46.6	69.2	39.8	25.9	60.5	56.0	53.8	603,721
Percent Transferable to CSU Only											
1980	24.1	22.8	25.5	25.2	22.7	26.0	13.6	23.8	19.5	22.0	224,739
1985	24.9	24.3	24.8	25.5	22.6	25.3	11.8	25.3	18.3	21.9	192,600
1986	21.9	20.7	25.2	17.0	20.0	28.5	11.4	23.6	20.7	20.4	192,759
1987	21.4	20.7	24.0	17.8	20.6	26.5	10.9	22.8	22.4	20.2	190,566
1988	19.3	16.0	20.3	18.6	18.2	22.0	10.9	20.4	23.1	18.1	173,294
1989	19.3	18.9	21.9	19.3	18.5	20.7	10.6	23.1	22.3	19.0	189,453
1990	18.7	17.5	22.0	21.4	18.8	15.5	10.4	21.2	16.8	17.9	183,551
1991	18.6	15.3	23.8	16.6	16.8	13.9	10.8	18.6	14.2	16.5	192,324
1992	19.6	16.2	19.1	16.8	15.7	17.5	12.5	20.6	12.2	16.8	187,997
Percent Non-Transferable											
1980	16.9	15.3	16.8	13.8	10.5	20.0	65.8	9.0	25.0	22.3	228,008
1985	24.3	17.3	20.3	23.0	13.0	27.7	69.3	11.6	37.5	27.4	241,522
1986	23.8	19.6	19.0	24.0	13.2	27.8	68.9	12.8	34.2	27.0	255,308
1987	24.4	20.6	18.1	26.7	13.3	32.6	70.1	13.2	27.4	26.8	252,753
1988	28.3	24.5	23.4	29.6	15.7	39.9	69.1	16.1	25.0	29.4	281,930
1989	32.5	23.8	23.0	36.6	16.9	42.9	68.5	15.8	28.6	30.8	307,546
1990	32.1	23.3	22.2	39.8	14.3	45.7	65.7	15.6	30.9	30.2	310,290
1991	29.8	23.9	21.7	41.5	16.0	54.9	65.9	19.2	32.9	32.2	376,036
1992	25.6	23.2	20.8	36.6	15.1	42.7	61.6	18.9	31.9	29.4	329,842
Total WSCH											
1980	171,627	134,831	88,277	14,507	172,306	54,346	151,702	159,927	74,417	100.0	1,021,940
1985	133,906	102,849	69,731	19,978	150,280	26,527	135,582	124,326	50,297	100.0	880,269
1986	155,112	123,754	84,626	36,295	179,523	36,687	151,166	157,864	70,960	100.0	946,944
1987	149,265	126,196	85,705	35,724	179,203	40,559	144,090	159,222	69,239	100.0	941,561
1988	148,910	131,384	82,019	35,985	177,809	47,651	142,594	157,045	72,396	100.0	958,177
1989	153,899	128,195	80,714	42,568	167,679	53,232	141,070	155,537	76,707	100.0	999,601
1990	152,997	136,241	84,349	44,345	170,175	59,062	143,160	152,765	83,616	100.0	1,026,710
1991	167,449	141,892	105,409	65,788	184,075	79,122	167,634	165,579	89,121	100.0	1,166,069
1992	160,112	150,304	94,795	67,865	179,975	58,689	161,650	164,065	84,104	100.0	1,121,559

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1992, Data Processing Branch, Business Services Division. Proportions for 1980 should be regarded with caution, due to the larger numbers of courses that could not be coded by course classification.

SUMMER SESSION ENROLLMENT AND WSCH

Because the summer session is only six weeks long, most of its classes require three times more weekly time than is needed during the fall and spring semesters. Summer session WSCH is consequently greater, but its literal display can be misleading in comparing summer productivity to other semesters. The figures listed in Table 20 and its graphs have been adjusted to display the equivalent of regular semester WSCH. The raw numbers are divided by three, since the six-week summer session is a third the length of an eighteen-week semster, and most classes meet nine hours a week instead of three.

The scope of summer programs cannot be ascertained until final funding is determined for the preceding spring semester. Although summer session WSCH and enrollment have increased substantially in recent years, they stand at little more than half their 1975 level. There has been sharp growth in some years, but uncertainty of funding has prevented any sustained recovery. In 1978, following passage of Proposition 13, no summer session was offered at all. In general, fluctuations in the size of enrollment and WSCH represent differences in the number of classes offered.

TABLE 20

SUMMER SESSION ENROLLMENT AND WSCH, 1975 - 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Unduplicated Enrollment										
1975	6,847	6,164	3,756	498	5,961	1,864	6,557	7,300	2,208	41,155
1976	7,039	6,428	3,325	618	5,626	1,975	5,444	6,718	2,277	39,450
1977	5,200	4,351	3,313	654	5,689	1,388	5,135	6,278	2,159	34,167
1979	4,744	4,313	3,444	677	5,243	1,991	3,420	5,758	2,328	31,918
1980	3,854	3,927	2,950	717	4,549	1,673	2,389	4,184	2,450	26,693
1981	5,527	5,160	3,088	894	4,930	1,753	2,744	4,442	2,356	30,894
1982	4,563	4,320	3,100	930	4,258	1,373	2,465	3,771	2,556	27,336
1983	3,392	3,334	2,151	574	2,441	1,241	2,003	2,372	1,760	19,268
1984	5,348	4,448	3,042	757	4,257	1,876	3,269	3,851	2,448	29,296
1985	3,338	2,579	2,159	430	3,062	773	2,022	2,690	1,418	18,471
1986	3,361	2,755	2,112	528	3,438	958	2,286	3,053	1,521	20,012
1987	2,102	1,614	1,311	862	2,218	778	1,666	2,026	827	13,404
1988	3,940	2,847	2,123	892	3,993	1,133	1,824	3,456	1,618	21,826
1989	4,287	3,174	2,297	811	4,511	983	1,772	3,837	1,819	23,491
1990	4,284	3,088	2,422	849	4,755	1,347	1,993	4,494	2,206	25,438
1991	2,401	2,595	1,908	178	4,194	1,738	2,179	4,066	2,209	21,468
1992	4,430	2,439	25	1,416	3,867	1,471	2,092	4,364	1,883	21,987
WSCH (Semester Equivalents)										
1975	30,919	29,605	17,412	1,985	25,221	10,214	32,240	29,838	8,615	186,049
1976	33,412	30,271	16,226	2,495	23,416	9,725	28,878	28,060	9,042	181,525
1977	23,283	17,815	14,649	2,378	23,377	6,058	23,640	26,186	8,328	145,714
1979	20,744	18,357	15,489	2,603	21,499	9,046	18,887	23,359	9,548	139,532
1980	16,313	17,350	12,612	2,559	17,274	7,393	14,004	16,563	10,250	114,318
1981	24,274	22,482	14,261	3,293	18,885	7,762	14,981	17,388	9,949	133,275
1982	19,339	17,740	13,001	3,810	16,004	5,891	13,223	14,542	10,119	113,669
1983	12,648	16,356	8,222	2,061	8,182	4,782	8,851	9,020	6,452	76,574
1984	21,744	18,070	12,123	2,805	16,650	7,581	16,058	15,241	9,572	119,844
1985	10,876	9,989	8,696	1,555	11,445	3,019	9,381	10,203	5,179	70,343
1986	13,340	10,695	8,595	1,738	14,288	3,724	10,761	11,410	5,961	80,512
1987	8,169	6,284	5,131	2,999	7,713	2,999	6,850	7,555	2,975	50,664
1988	15,309	10,962	8,566	2,484	15,077	4,855	7,655	13,433	5,720	84,061
1989	17,054	12,413	9,015	2,603	17,244	3,938	7,430	14,974	6,853	91,524
1990	17,339	12,108	9,159	2,939	18,201	5,641	8,800	17,771	7,975	99,932
1991	9,195	10,343	7,450	641	15,904	6,633	9,269	15,692	8,475	83,602
1992	17,677	9,670	154	4,900	15,090	5,317	9,202	17,005	8,388	87,402

Source: Course Activity Measures Tape, Data Processing Branch, Business Services Division, 1975 through 1988. Board of Trustees Informatives, Office of Attendance Accounting, Educational Services Division, 1989 through 1992.

Note: Converted to semester equivalent to allow for the six-week length of the summer session, and consequent greater WSCH. No summer session was offered in 1978.

FIGURE 20.1: DISTRICTWIDE SUMMER SESSION ENROLLMENT, 1975 - 1992

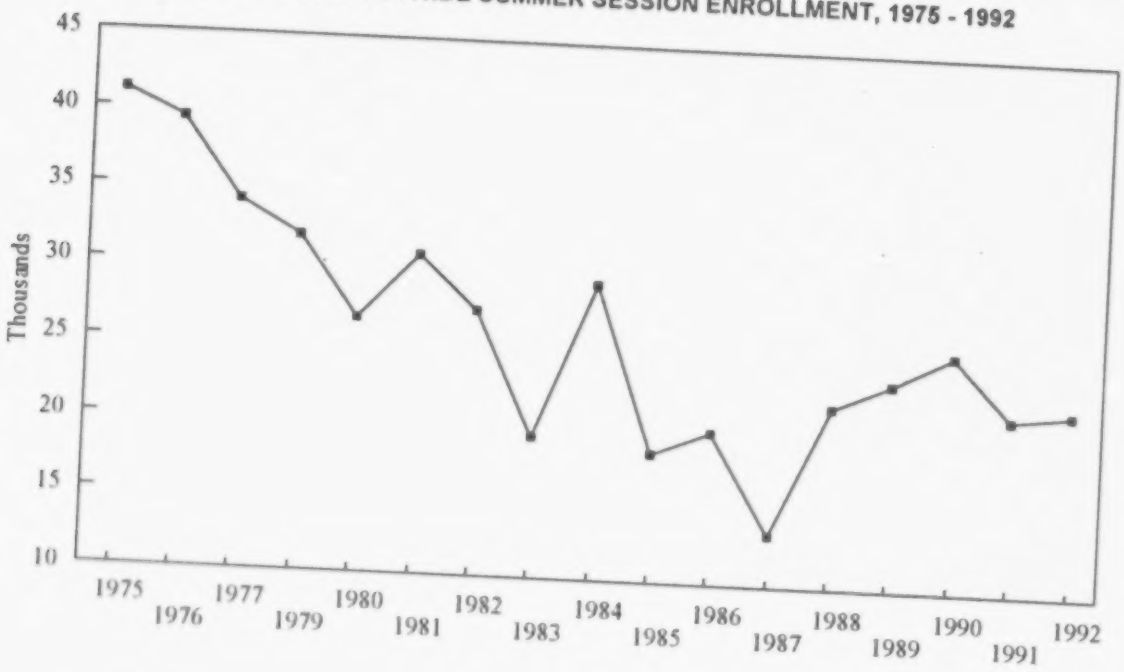


FIGURE 20.2: DISTRICTWIDE SUMMER SESSION WSCH, 1975 - 1992

PACE WSCH

The Project for Adult College Education (PACE) was developed in Michigan community colleges to better enable adults working full-time to earn a college degree in the shortest possible time. The Program calls for students to earn 60 units of general education credit in five semesters of 12 units each, attending evening classes and weekend conferences, and viewing instructional television tapes two hours a week. The transfer courses offered fulfill lower-level general education requirements for the upper-division components of the PACE program offered by participating CSU institutions. The four courses given each semester are selected to make up a theme, such as Culture and Identity or Changing Life on Earth, and are team-taught by specially hired instructors.

Since its inception at Harbor in 1983, the PACE program has attracted many new students, and has provided dramatic enrollment and WSCH increases in the transfer disciplines included in its curricula. After tripling its enrollment at Harbor within two years, PACE began at East, Mission, Pierce, Southwest and West in Fall 1986. Trade-Tech joined the program in Fall 1989.

The greatest semester WSCH at any college was at Mission in Fall 1987. Mission's program has had the largest fall semester enrollment for the last six years. Among disciplines, Humanities has benefited most consistently from PACE; it has been included every semester at most colleges. English and History respectively are the next most offered subjects. The biggest districtwide semester WSCH of any discipline was in mathematics, in Fall 1987. Program WSCH peaked in Fall 1990.

FIGURE 21.1: DISTRICT PACE WSCH, FALL 1983 - FALL 1992

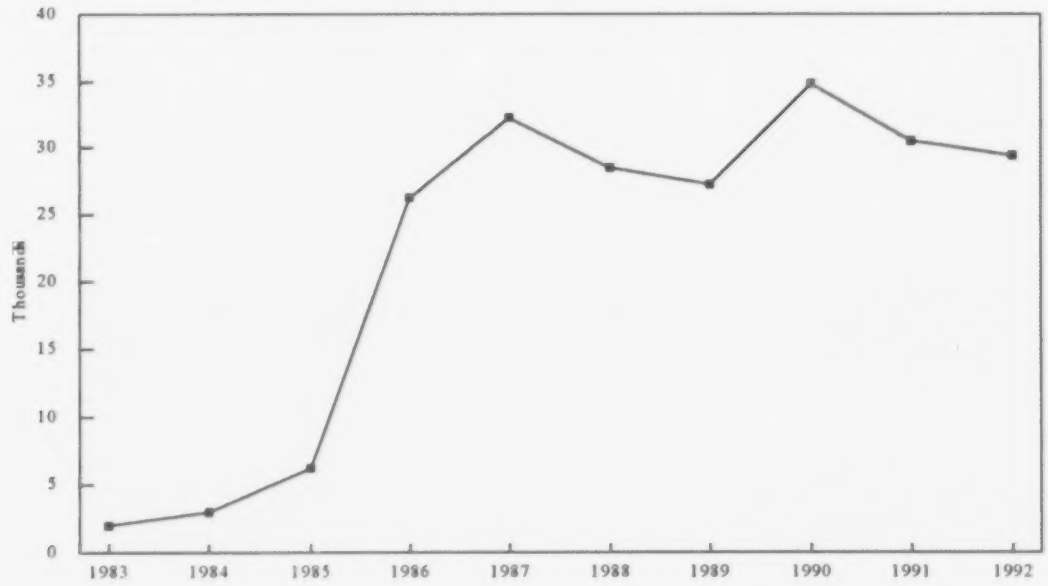


TABLE 21.1

PACE PROGRAM WSCH BY COLLEGE AND DISCIPLINE

FALL 1983 - FALL 1992

Year and Discipline	East	Harbor	Mission	Pierce	South-west	Trade-Tech	West	District
FALL 1983								
Total		1,926						1,926
FALL 1984								
Total		2,919						2,919
FALL 1985								
Total		6,258						6,258
FALL 1986								
Total	3,147	7,005	2,997	5,562	3,126		4,470	26,307
FALL 1987								
Total	4,215	6,232	8,790	4,907	3,211		4,941	32,296
FALL 1988								
Total	4,164	5,502	6,780	4,212	3,123		4,818	28,599
FALL 1989								
Total	3,603	5,172	6,396	4,143	2,034	2,079	3,837	27,264
FALL 1990								
Total	5,249	5,181	7,743	5,397	3,525	2,985	4,757	34,837
FALL 1991								
Total	4,401	5,982	6,378	5,040	1,899	2,838	3,978	30,516
FALL 1992								
Health						1,004	236	1,240
Music		726						726
Speech		702					927	1,629
Philosophy	957	564		1,221				2,742
Mathematics	987			81	1,030		552	2,650
Statistics				663				663
Physical Science		356		1,989	704			3,049
Geology							915	915
Psychology		675				822		1,497
Geography	972		3,033					4,005
Poli. Sci.		666			267	894		1,827
Sociology		501	1,416					1,917
Humanities	834	534	1,431	1,215	828	852	894	6,588
Total	3,750	4,724	5,880	5,169	2,829	3,572	3,524	29,448

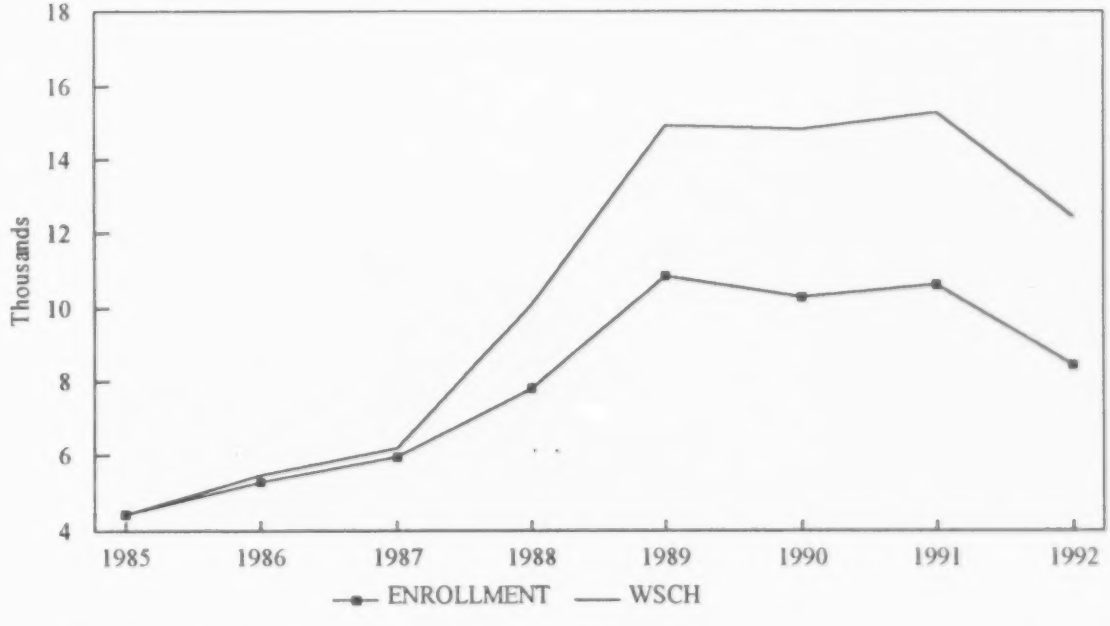
Source: Office of Research and Planning

ESL WSCH AND ENROLLMENT

Until 1988, courses in English as a Second Language (ESL) were offered under three major disciplines: English, Developmental Communications, and Speech. At City and East, some ESL reading classes were given by Psychology instructors. There were also ESL components in the labs and exercises conducted under Learning Skills. and some specialized vocabulary classes in occupational fields. In 1988 the State approved and condoned ESL as a separate discipline with its own certification. But only a small minority of ESL classes were offered as the new discipline that fall. It has since been inaugurated at Mission, Southwest, Trade-Tech and West. In Fall 1992, Developmental Communications courses in ESL were assigned to the ESL discipline. But more than a third of ESL offerings are still in other disciplines, mostly in English.

In Table 21.3, students listed as non-credit include those enrolled *only* in non-credit classes; those also enrolled in any credit classes are included as credit students. Purely non-credit students have almost all been participants in the Amnesty program.

FIGURE 21.2: DISTRICT ESL ENROLLMENT AND WSCH, FALL 1985 - FALL 1992



Note: WSCH is normed on 1985 enrollment, for comparison of trends.

TABLE 21.2

ESL WSCH BY COLLEGE AND DISCIPLINE

FALL 1985 - FALL 1992

Year and Discipline	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
FALL 1985										
Dev. Comm.	4,571	102		938		456				5,611
English	5,456	3,416	414	582	854	44	1,280	2,438	465	14,949
Learning Skills	31									31
Speech	2,016	687	177	75	96	183	150	231	84	3,516
TOTAL	**12,074**	**4,205**	**591**	**1,595**	**950**	**44**	**1,430**	**2,669**	**549**	**24,107**
FALL 1986										
Dev. Comm.	4,957	216		1,596		456	2,003			7,225
English	5,931	3,763	344	1,291	1,120	125	1,913	3,167	920	18,574
Learning Skills	4									4
Speech	2,211	636	216	132		183	90	414	33	3,915
Subt. Credit ESL	**13,103**	**4,615**	**560**	**3,019**	**1,120**	**764**	**2,003**	**3,581**	**953**	**29,718**
Noncredit ESL	84									84
TOTAL	**26,290**	**9,230**	**1,120**	**6,038**	**2,240**	**1,528**	**6,009**	**7,162**	**1,906**	**59,520**
FALL 1987										
Dev. Comm.	4,683	360	39	2,022		1,318				8,422
English	5,666	3,884	984	981	1,093	133	1,900	3,254	1,160	19,055
Speech	2,229	690	138	168	135	678	222	1,197	84	5,541
Subt. Credit ESL	**12,578**	**4,934**	**1,161**	**3,171**	**1,228**	**2,129**	**2,122**	**4,451**	**1,244**	**33,018**
Noncredit ESL	495	402	400	1,767		4,838				895
TOTAL	**13,073**	**4,934**	**1,561**	**3,171**	**1,228**	**2,129**	**2,122**	**4,451**	**1,244**	**33,913**
FALL 1988										
Dev. Comm.	5,583	402	78	1,767		4,838	3,765			12,668
English	5,428	2,856	1,086	1,185	1,073	513		3,496	1,654	17,291
Learning Skills	214									
ESL	2,823	522	192	378	219	2,868	3,765	1,293	246	3,765
Psychology	13,834	180	1,356	3,330	1,292	8,219	3,765	4,789	1,900	180
Speech	2,823	522	192	378	219	2,868	138	1,293	246	8,679
Subt. Credit ESL	**14,048**	**3,960**	**1,356**	**3,330**	**1,292**	**8,219**	**3,903**	**4,789**	**1,900**	**42,797**
Noncredit ESL	9,225	3,960	795	3,330	1,292	8,219	2,013	4,789	1,900	12,033
TOTAL	**23,273**	**3,960**	**2,151**	**3,330**	**1,292**	**8,219**	**5,916**	**4,789**	**1,900**	**54,830**
FALL 1989										
Dev. Comm.	9,326	768	273		1,483			3,658	1,691	10,367
English	7,252	3,986	1,172		1,483			3,658	1,691	19,242
ESL				9,510		12,300	2,187		516	24,513
Psychology		537								537
Speech	2,937	699	189	129	330		87	1,434	207	6,012
Subt. Credit ESL	**19,515**	**5,990**	**1,634**	**9,639**	**1,813**	**12,300**	**2,274**	**5,092**	**2,414**	**60,671**
Noncredit ESL	7,114			4,439	1,072	585	6,642	324	351	20,527
TOTAL	**26,629**	**5,990**	**1,634**	**14,078**	**2,885**	**12,885**	**8,916**	**5,416**	**2,765**	**81,198**

Continued on Next Page

TABLE 21.2 (Continued)

Year and Discipline	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
FALL 1990										
Dev. Comm.	10,181	1,866	306					246		12,599
English	7,051	4,144	1,142		1,939			3,185		17,461
ESL				8,085		13,743	3,771		4,110	29,709
Psychology		795								795
Speech	2,697	798	243	141	240			1,254		5,373
Subt. Credit ESL	**19,929**	**7,603**	**1,691**	**8,226**	**2,179**	**13,743**	**3,771**	**4,685**	**4,110**	**65,937**
Noncredit ESL	66		664	6,278		516	6,780	106	228	14,638
TOTAL	**19,995**	**7,603**	**2,355**	**14,504**	**2,179**	**14,259**	**10,551**	**4,791**	**4,338**	**80,575**
FALL 1991										
Developmental Comm.	11,265	1,881	214					237		13,597
English	7,795	4,342	1,191		2,091			4,019		19,438
ESL				10,589		13,386	3,537		3,942	31,454
Psychology		747								747
Speech	1,986	678	291	60	222			1,356	12	4,605
Subt. Credit ESL	**21,046**	**7,648**	**1,696**	**10,649**	**2,313**	**13,386**	**3,537**	**5,612**	**3,954**	**69,841**
Noncredit ESL	312		1,138	3,312		984	7,281	192	18	13,237
TOTAL	**21,358**	**7,648**	**2,834**	**13,961**	**2,313**	**14,370**	**10,818**	**5,804**	**3,972**	**83,078**
FALL 1992										
Developmental Comm.		1,236	192					87		1,515
English	7,840	4,300	1,180		2,534			3,969		19,823
ESL	11,295			9,741		8,280	4,317		3,072	36,705
Psychology		576								576
Speech	1,848	570	315	63	294			1,314	24	4,428
Subt. Credit ESL	**20,983**	**6,682**	**1,687**	**9,804**	**2,828**	**8,280**	**4,317**	**5,370**	**3,096**	**63,047**
Noncredit ESL	908		68	2,880		324	216	276		4,672
TOTAL	**21,891**	**6,682**	**1,755**	**12,684**	**2,828**	**8,604**	**4,533**	**5,646**	**3,096**	**67,719**

Source: Office of Research and Planning

TABLE 21.3

UNDUPLICATED ESL ENROLLMENT BY COLLEGE AND CREDIT STATUS

FALL 1985 - FALL 1992

Year and Status*	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
FALL 1985										
Credit	2,011	785	130	328	211	10	287	556	111	4,429
NonCredit										
Total	2,011	785	130	328	211	10	287	556	111	4,429
FALL 1986										
Credit	2,101	866	129	491	233	158	400	750	162	5,290
NonCredit	13									13
Total	2,114	866	129	491	233	158	400	750	162	5,303
FALL 1987										
Credit	2,071	941	224	564	269	314	426	790	192	5,791
NonCredit	84		76							160
Total	2,155	941	300	564	269	314	426	790	192	5,951
FALL 1988										
Credit	2,233	772	264	586	281	1,081	432	841	273	6,763
NonCredit	596		157				263			1,016
Total	2,829	772	421	586	281	1,081	695	841	273	7,779
FALL 1989										
Credit	2,871	1,149	334	882	398	1,054	265	941	339	8,233
NonCredit	1,219			501	66	89	601	75	61	2,612
Total	4,090	1,149	334	1,383	464	1,143	866	1,016	400	10,845
FALL 1990										
Credit	2,876	1,397	319	768	468	1,218	1,062	778	518	9,404
NonCredit	9		145	593				123		870
Total	2,885	1,397	464	1,361	468	1,218	1,062	901	518	10,274
FALL 1991										
Credit	2,819	1,404	317	1,004	477	1,207	477	1,048	465	9,218
NonCredit	87	1	246	398	1	83	564	13	4	1,397
Total	2,906	1,405	563	1,402	478	1,290	1,041	1,061	469	10,615
FALL 1992										
Credit	2,840	957	305	918	607	774	630	1,005	382	8,418
NonCredit	6	3	1	2	2	0	1	3	1	19
Total	2,846	960	306	920	609	774	631	1,008	383	8,437

Source: Office of Research and Planning

*Students enrolled in both credit and noncredit classes are counted as credit students only.

DISTRICT ITV ENROLLMENT AND WSCH

Instructional Television (ITV) offerings are broadcast usually in the early morning hours. Patterns of enrollment and WSCH often do not match those of campus-based programs. Spring semesters have usually had larger enrollments than fall. As at the colleges, the ITV Summer Session is only a third as long as the Fall and Spring sessions, and the weekly hour load correspondingly greater. Therefore, Summer WSCH figures here have been divided by 3 to obtain an approximate equivalent to the other two semesters.

TABLE 22

INSTRUCTIONAL TELEVISION (ITV) ENROLLMENT AND WSCH

1971-72 THROUGH 1992-93

	SUMMER		FALL		SPRING	
	Enrollment	WSCH	Enrollment	WSCH	Enrollment	WSCH
1971-72	0	0	1,564	11,394	2,321	8,874
1972-73	929	2,787	1,941	7,839	2,051	8,778
1973-74	1,780	5,068	1,506	5,685	803	2,731
1974-75	1,115	6,817	1,177	4,452	2,910	10,128
1975-76	1,620	7,101	2,559	11,655	1,493	4,907
1976-77	478	1,854	2,989	10,886	2,253	10,163
1977-78	2,284	8,505	1,539	6,101	2,685	10,217
1978-79	0	0	1,798	7,309	1,446	5,608
1979-80	1,391	5,658	1,706	6,831	2,606	11,829
1980-81	0	0	2,147	7,133	1,563	6,777
1981-82	1,424	3,119	1,635	6,293	1,217	4,822
1982-83	352	1,059	907	4,000	1,510	6,684
1983-84	731	2,229	1,031	4,125	1,352	4,912
1984-85	687	2,787	1,013	3,500	1,362	5,334
1985-86	688	2,670	1,247	4,872	1,372	5,535
1986-87	545	1,939	803	3,126	880	3,735
1987-88	0	0	703	2,688	777	3,168
1988-89	399	1,301	678	2,616	885	3,564
1989-90	575	2,005	652	2,550	677	2,715
1990-91	643	2,211	795	3,465	970	4,122
1991-92	778	2,528	1,054	4,338	1,030	4,164
1992-93	1,101	3,397	1,334	5,487	1,037	4,242

Source: Enrollment and Attendance Reports, 1968-1978, Office of Educational Research and Analysis, Division of Educational Planning and Development; and Board of Trustees Informatives, Office of Attendance Accounting, Educational Services Division, 1979 - 1993.

FIGURE 22.1: ITV ENROLLMENT, FALL 1971 - FALL 1992

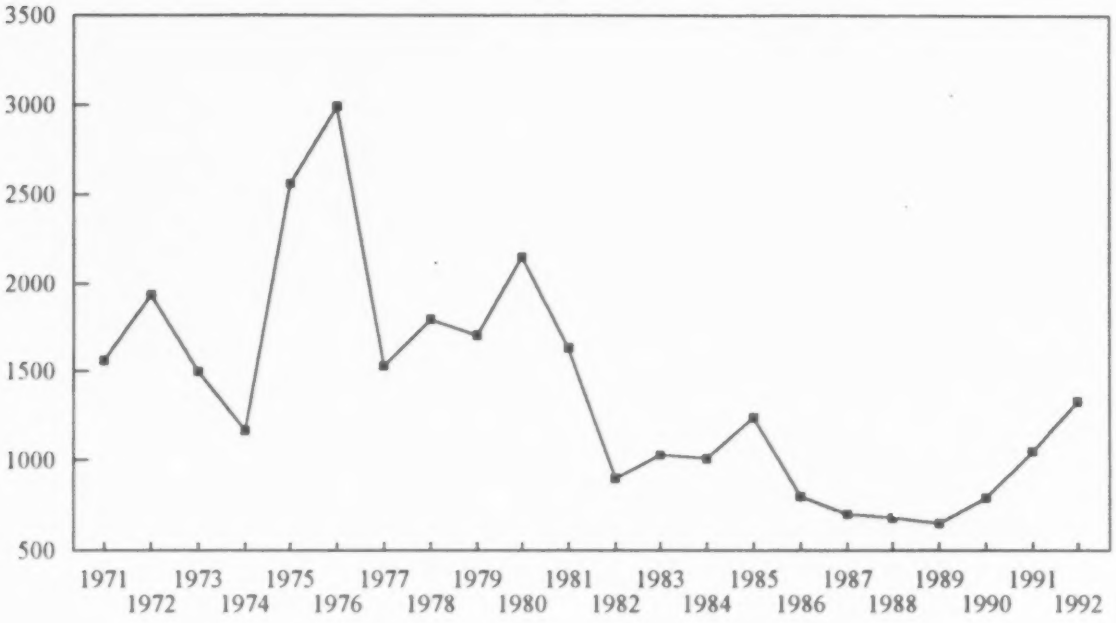
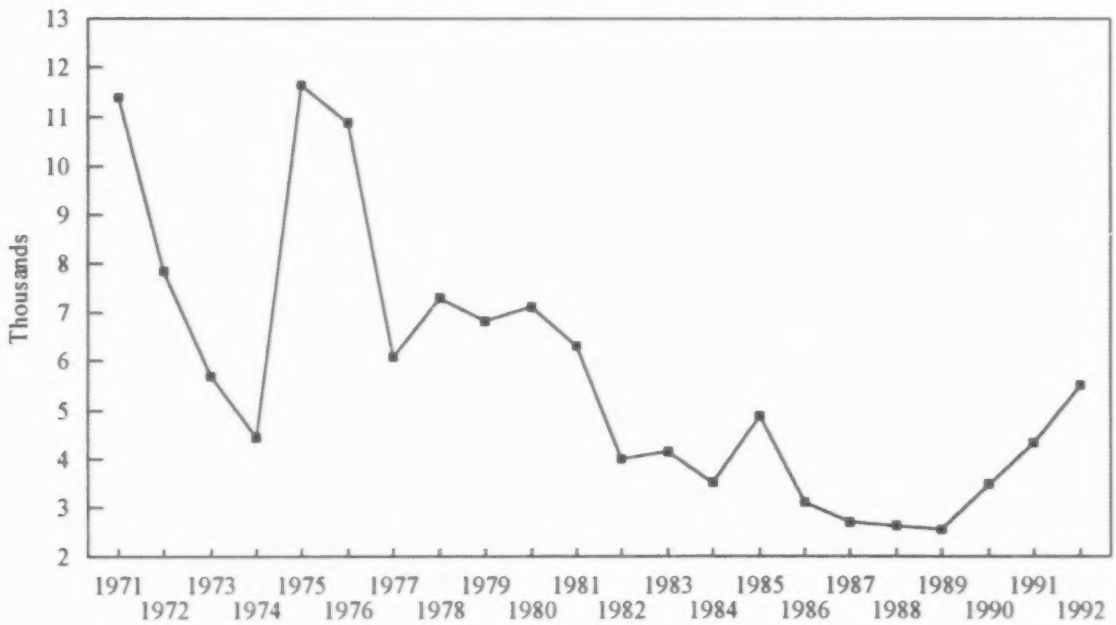


FIGURE 22.2: ITV WSCH, FALL 1971 - FALL 1992



COMMUNITY SERVICES ENROLLMENT

Classes offered under Community Services are most often in recreational or avocational areas not covered in the regular curriculum, while others are in professional continuing education in such vocational fields as nursing. Before the Passage of Proposition 13, some were offered free of charge. Cost-cutting policies in the mid eighties prompted a state regulation requiring that the program be self-supporting. Many small, marginal classes have been eliminated, and programs have been discontinued at Southwest and Trade-Tech. Mission, whose program before 1990-91 was mostly restricted to traffic school, attracted a large enrollment for its new offerings even before moving to a new campus.

FIGURE 23: DISTRICT DUPLICATED ENROLLMENT IN COMMUNITY SERVICES

1978-79 THROUGH 1991-92

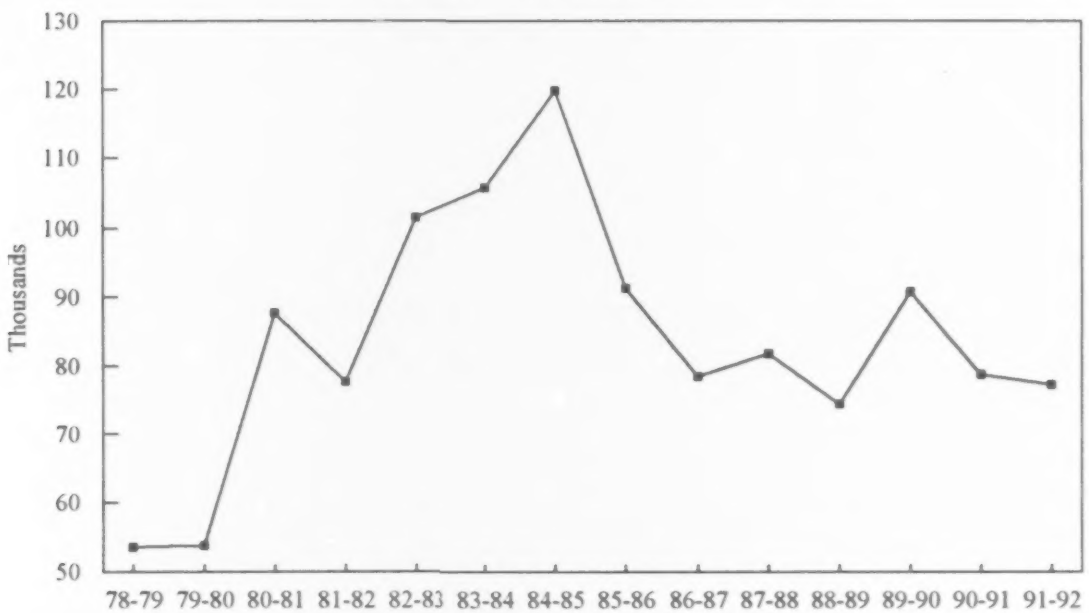


TABLE 23

DUPLICATED ENROLLMENT IN COMMUNITY SERVICES BY COLLEGE

1978-79 THROUGH 1991-92

	City	East	Harbor	Mission(1)	Pierce	South-west(2)	Trade-Tech(2)	Valley	West(3)	District
Number Enrolled										
1978-79	19,573	5,670	5,001	689	7,677	1,675	954	9,732	2,736	53,707
1979-80	17,823	5,488	3,483	1,215	10,082	3,232	564	9,149	2,855	53,891
1980-81	26,199	6,362	10,888	1,653	18,304	7,219	577	9,469	6,982	87,653
1981-82	17,210	8,000	10,336	494	18,300	7,446	442	12,534	2,928	77,690
1982-83	25,410	11,249	11,465	2,464	22,164	4,575	861	16,250	6,915	101,353
1983-84	27,409	12,773	9,978	2,337	24,497	3,625	1,304	17,875	5,875	105,673
1984-85	37,714	13,350	8,513	897	22,272	3,600	3,255	25,670	4,526	119,797
1985-86	21,589	11,354	8,974	542	22,867	2,594	2,194	15,761	5,284	91,159
1986-87	18,209	11,487	9,355	1,037	24,796	0	0	12,696	840	78,420
1987-88	16,856	13,926	12,210	1,343	24,399	0	0	12,247	732	81,713
1988-89	13,109	11,710	10,452	1,176	22,036	0	0	15,159	640	74,282
1989-90	11,659	11,964	12,595	3,148	23,232	0	0	27,221	932	90,751
1990-91	11,814	11,281	12,003	8,156	20,907	0	0	14,267	337	78,765
1991-92	11,641	10,756	13,833	5,625	21,551	0	0	13,504	321	77,231
Percent of District Enrollment										
1978-79	36.4	10.6	9.3	1.3	14.3	3.1	1.8	18.1	5.1	100.0
1979-80	33.1	10.2	6.5	2.3	18.7	6.0	1.0	17.0	5.3	100.0
1980-81	29.9	7.3	12.4	1.9	20.9	8.2	0.7	10.8	8.0	100.0
1981-82	22.2	10.3	13.3	0.6	23.6	9.6	0.6	16.1	3.8	100.0
1982-83	25.1	11.1	11.3	2.4	21.9	4.5	0.8	16.0	6.8	100.0
1983-84	25.9	12.1	9.4	2.2	23.2	3.4	1.2	16.9	5.6	100.0
1984-85	31.5	11.1	7.1	0.7	18.6	3.0	2.7	21.4	3.8	100.0
1985-86	23.7	12.5	9.8	0.6	25.1	2.8	2.4	17.3	5.8	100.0
1986-87	23.2	14.6	11.9	1.3	31.6	0.0	0.0	16.2	1.1	100.0
1987-88	20.6	17.0	14.9	1.6	29.9	0.0	0.0	15.0	0.9	100.0
1988-89	17.6	15.8	14.1	1.6	29.7	0.0	0.0	20.4	0.9	100.0
1989-90	12.8	13.2	13.9	3.5	25.6	0.0	0.0	30.0	1.0	100.0
1990-91	15.0	14.3	15.2	10.4	26.5	0.0	0.0	18.1	0.4	100.0
1991-92	15.1	13.9	17.9	7.3	27.9	0.0	0.0	17.5	0.4	100.0

Source: Community Service Program Directors.

1. From 1986-87 through 1988-89, Mission offered traffic school only. A full program was reinstated in Fall 1989.
2. From 1986-87, community services programs were absorbed by City.
3. From Spring 1987, mostly contract classes.

Student Performance and Articulation

- Within-semester retention rates have risen in recent years, along with proportions of continuing students. By 1992, the overall rate had returned to its 1986 level, and evening rates were running slightly ahead of day rates, a reversal of past trends.

- Half of all students stating degree goals, and more than three-quarters of black degree-seekers, leave college after their first year. The overall success rate for the degree-seeking cohort is 21% after three years.

- LACCD transfer numbers decreased during the past decade, in contrast to statewide transfer trends. This occurred probably because of the large, increasing share of District students in developmental and occupational programs, as well as the unique characteristics of urban college students. But recent efforts to improve articulation and counseling have preceded increases in the numbers of transfers from District colleges to the University of California CSU transfers have fluctuated little since the mid 80s.

- The number of degrees awarded districtwide has fallen off, probably as a delayed result of low enrollment in the mid-80s.

RETENTION AND SUCCESS RATES

Table 24.1 and Figure 24 cover retention of students enrolled in semester length classes. The rate is the percentage of students enrolled on first census day that still attend in the last week of the semester. Short-term modular classes cannot be included, but open entry-exit classes are, if they have begun by first census. These classes often have larger enrollments at the end of the semester than at the beginning, thus boosting the college's retention rates.

Table 24.2 plots the extent to which students entering District colleges as freshmen in Fall 1989 either graduated or continued to enroll during three succeeding years. The success rate combines the percentage of graduates with the percentage that persisted, i.e., remained enrolled without graduating.

The issue of retention in community college programs has become a statewide concern, and data systems are being developed to analyze and evaluate factors which are assumed to affect retention both within and between semesters. These factors include counseling, assessment, placement, curricular design, and quality of instruction, among others. It may be some years before analysis of data can produce some conclusive explanations of student success or failure.

FIGURE 24: DISTRICT DAY AND EVENING RETENTION RATES, FALL 1978 - FALL 1992

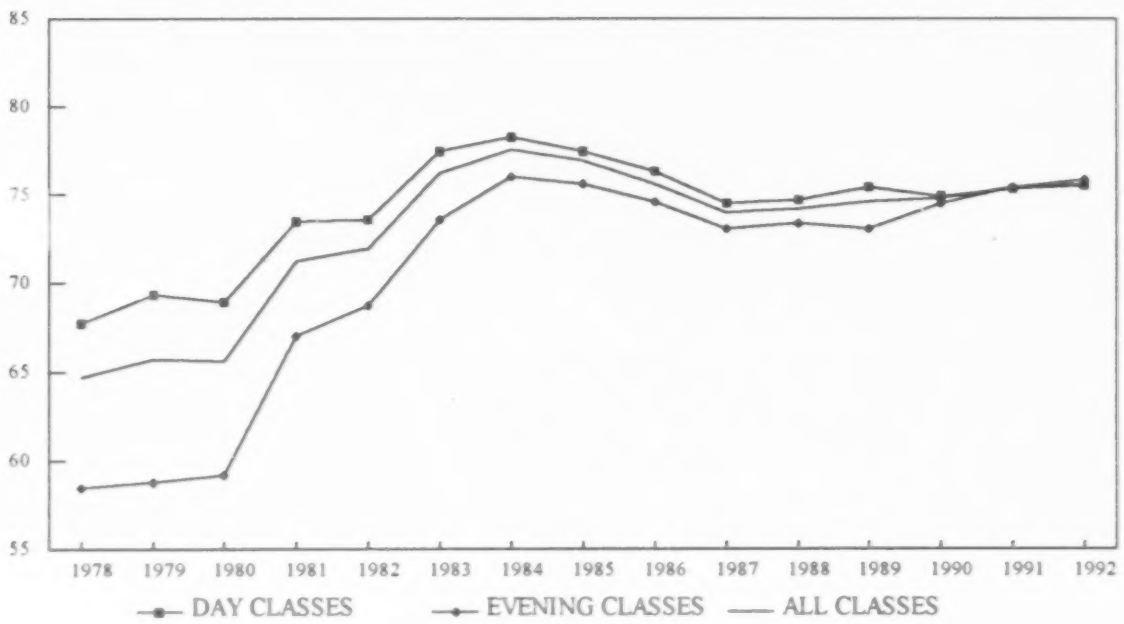


TABLE 24.1

FIRST CENSUS TO END-OF-SEMESTER RETENTION RATES

BY DAY/EVENING AND COLLEGE, FALL 1978 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Day Classes										
1978	61.3	61.0	67.0	72.6	72.9	66.2	69.7	73.0	68.8	67.7
1979	61.5	65.4	67.2	71.4	74.4	65.2	70.1	47.9	70.7	69.3
1980	66.8	65.5	69.1	67.8	74.5	63.9	68.9	69.3	67.6	68.9
1981	70.5	71.6	78.8	78.8	76.7	67.5	73.1	75.1	74.1	73.5
1982	72.4	70.9	71.9	79.2	76.0	73.3	78.0	75.2	69.7	73.6
1983	77.4	77.0	76.2	81.3	78.2	74.4	82.7	75.8	75.5	77.4
1984	78.3	79.5	77.5	88.7	78.1	78.1	79.7	76.4	76.5	78.3
1985	77.4	78.1	76.8	85.7	77.7	79.6	79.3	75.3	75.8	77.5
1986	76.7	79.3	74.6	79.0	77.5	75.7	77.0	73.6	72.6	76.3
1987	74.8	78.2	72.3	79.6	74.3	71.6	75.6	72.8	72.2	74.5
1988	75.5	74.7	74.1	80.8	73.5	77.3	77.1	73.2	73.0	74.7
1989	75.5	76.1	72.5	78.5	75.6	86.5	75.2	73.9	73.8	75.4
1990	76.0	76.6	72.7	77.3	74.2	76.9	76.3	74.4	71.2	75.0
1991	77.8	76.2	74.2	76.8	74.0	75.4	74.9	75.7	72.0	75.4
1992	76.8	76.8	72.6	78.0	75.8	73.7	74.2	76.7	72.2	75.6
Evening Classes										
1978	53.2	52.1	57.8	66.0	60.1	57.1	62.5	61.9	61.7	58.5
1979	53.3	55.9	57.4	60.4	59.9	56.6	63.3	62.4	59.6	58.8
1980	56.4	57.7	59.8	60.7	62.6	57.8	62.8	59.3	55.9	59.2
1981	66.1	65.6	70.1	75.3	69.6	67.4	66.3	66.1	62.7	67.0
1982	68.7	65.8	70.2	68.5	69.7	70.7	70.9	68.8	65.6	68.7
1983	76.2	72.8	73.7	71.7	72.7	72.8	76.8	71.3	73.5	73.6
1984	77.0	79.0	75.5	80.0	73.1	78.6	80.0	73.5	74.9	76.0
1985	76.3	74.5	76.0	79.7	74.3	83.7	76.8	73.9	74.5	75.6
1986	76.9	80.0	77.2	71.7	73.8	70.9	73.7	71.3	73.9	74.6
1987	74.1	76.8	73.4	74.8	72.8	67.0	75.4	70.4	72.2	73.1
1988	72.6	72.4	72.6	80.8	71.2	77.1	77.1	71.3	72.7	73.4
1989	72.3	75.3	70.5	77.2	73.5	76.5	74.3	70.3	72.0	73.1
1990	74.4	75.0	72.3	80.4	74.0	75.2	76.5	71.7	73.6	74.5
1991	73.6	77.3	75.6	78.3	75.6	76.1	75.1	74.0	75.1	75.5
1992	74.8	76.9	75.1	81.6	77.6	74.8	74.1	74.6	73.5	75.9
All Classes										
1978	59.1	58.0	63.9	69.3	69.6	62.7	66.9	69.1	66.2	64.7
1979	58.8	62.6	63.9	66.1	70.1	61.6	67.5	70.4	66.1	65.7
1980	63.6	62.4	66.2	64.1	71.0	61.6	66.6	65.8	62.9	65.6
1981	69.2	69.6	76.2	81.3	74.7	67.5	70.6	71.8	69.3	71.3
1982	72.4	69.2	71.4	73.8	74.3	72.3	75.5	73.0	68.2	72.0
1983	77.1	75.0	75.5	76.4	76.7	73.8	80.8	74.2	74.7	76.2
1984	77.9	79.0	76.9	84.0	76.7	78.3	79.8	75.3	75.9	77.6
1985	77.1	77.0	76.5	82.0	76.8	81.2	78.5	74.8	75.3	76.9
1986	76.7	79.5	75.7	73.7	76.4	73.8	75.9	72.7	73.3	75.7
1987	74.6	77.7	72.8	76.2	73.8	69.5	75.6	71.9	72.2	74.0
1988	74.6	73.9	73.5	80.8	72.8	77.2	77.1	72.5	72.8	74.2
1989	74.5	75.7	71.7	77.6	74.9	82.2	74.9	72.5	73.0	74.6
1990	75.5	75.9	72.5	79.3	74.1	76.1	76.4	73.4	72.3	74.8
1991	76.4	76.7	74.7	77.7	74.5	75.7	75.0	75.1	73.5	75.4
1992	76.2	76.9	73.5	79.9	76.3	74.1	74.2	75.9	72.8	75.7

Source: Grade Distribution Printout D5130 and Measures of Enrollment Printout D4790-002, Data Processing Branch, Business Services Division.

Notes: Rates are defined as the percentages that end-of-semester enrollments are of first census enrollments at each of the colleges and districtwide.

TABLE 24.2

FALL 1989 FIRST-TIME DEGREE-SEEKING COHORT

PERSISTENCE, GRADUATION AND SUCCESS RATES

(Percentages)

Student Characteristics	Fall 1989 Cohort	Persistence Rate			Graduation Rate			Success Rate		
		Fall 1990	Fall 1991	Fall 1992	1989-90	1990-91	1991-92	One Yr	Two Yr	Three Yr
TOTAL	9,866	49.6	33.8	21.8	0.1	1.3	3.8	49.7	35.0	25.6
ETHNICITY										
Asian	1,604	58.6	40.5	24.8	0.0	2.1	5.4	58.6	42.6	30.2
Black	1,573	38.4	23.3	14.9	0.1	1.3	2.9	38.5	24.6	17.8
Hispanic	3,607	48.3	34.7	23.9	0.0	0.9	3.2	48.4	35.7	27.1
White	2,552	52.6	34.5	21.3	0.1	1.3	4.3	52.7	35.7	25.6
Other/Unknown	530	50.2	34.5	20.8	0.2	1.1	4.3	50.4	35.7	25.1
GENDER										
Female	4,990	49.4	35.4	23.2	0.1	1.3	4.4	49.5	36.6	27.5
Male	4,876	49.8	32.1	20.3	0.1	1.3	3.3	49.9	33.4	23.6
AGE										
Under 20	5,650	57.5	39.8	26.1	0.0	1.3	4.2	57.5	41.1	30.3
20-24	2,155	39.1	27.3	16.7	0.1	1.0	3.2	39.2	28.3	19.9
25-34	1,445	39.4	24.6	15.4	0.2	1.4	3.5	39.6	26.0	18.9
35 and Over	616	38.1	22.9	14.6	0.0	1.6	3.7	38.1	24.5	18.3
ED. GOAL										
Voc. Dg./Cert.	2,328	40.6	27.1	17.0	0.1	2.3	3.6	40.7	29.4	20.6
Gen Ed Dg.	978	42.2	27.7	16.8	0.0	1.3	4.1	42.2	29.0	20.9
Transfer w/Dg	4,912	53.6	36.7	24.1	0.1	1.0	4.4	53.7	37.6	28.5
Transfer No Dg	1,648	55.0	38.1	24.3	0.0	0.7	2.5	55.0	38.8	26.8
DAY/EVENING										
Day	6,013	54.7	37.5	23.7	0.0	1.7	4.5	54.7	39.2	28.2
Both	1,582	53.8	35.9	23.3	0.2	1.1	4.1	54.0	37.0	27.4
Evening	2,271	33.4	22.4	15.5	0.1	0.2	2.0	33.5	22.5	17.5
F89 UNIT LOAD										
Under 6	1,649	26.4	17.6	12.9	0.0	0.1	0.3	26.4	17.6	13.2
6-11	3,508	44.2	29.6	20.8	0.1	0.4	2.1	44.3	30.0	22.9
12 or more	4,667	62.2	42.9	25.7	0.1	2.4	6.4	62.3	45.3	32.1

Source: Matriculation Evaluation Data System (MEDS) tapes.

Note: The Fall 1989 first-time degree-seeking cohort is established by identifing students enrolled in LACCD for the first-time in Fall 1989 with no transfer credits, and who reported their educational goals as seeking a community college certificate or degree, or transfering to a senior institution with or without a 2-year college degree/certificate. Success rates are generated by following up the Fall 1989 cohort for three consecutive years. Persistence rates were computed from fall to fall. Graduation rates were generated by matching Fall 1989 cohort with those who were awarded a degree/certificate in the following three consecutive years. Success rates indicate the proportions of the Fall 1989 cohort that either enrolled in and/or graduated from LACCD during the following three years.

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GRADE DISTRIBUTION

The most striking feature of grade distribution percentages is their uniformity across time, if not between colleges. Districtwide, the percentages of A, C and D grades have not varied as much as one percentage point year to year, although in Fall 1992 the A percentage stands more than two points above 1981. Variation among Bs has varied no more than 1.6 points. This constancy has also prevailed at most colleges.

The "Other Grades" category includes the credit and no credit grades awarded in many non-credit developmental and basic skills offerings. The share of these grades is greatest at colleges like Mission and Southwest, which have proportionally larger non-credit enrollments than at Pierce, with the smallest "Other" percentages.

TABLE 25

GRADE DISTRIBUTION BY COLLEGE, FALL 1981 - FALL 1992

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent "A" Grades											
1981	17.4	19.6	20.0	24.3	20.9	12.6	17.5	20.9	19.4	19.1	69,307
1987	19.3	20.9	20.2	23.7	20.6	12.4	19.5	21.2	19.0	20.0	51,618
1988	19.6	20.0	19.5	29.3	21.4	12.9	19.3	21.2	19.9	20.3	53,551
1989	20.1	20.8	18.7	22.9	21.3	13.4	19.5	22.4	21.2	20.5	56,190
1990	19.2	20.6	20.2	22.8	21.3	14.3	19.4	22.5	20.8	20.4	57,070
1991	19.3	20.9	20.6	22.0	21.8	14.8	17.8	24.0	20.9	20.6	61,006
1992	20.1	20.4	21.7	21.3	23.9	15.6	19.9	24.2	20.1	21.4	63,299
Percent "B" Grades											
1981	18.5	19.7	19.4	16.6	21.1	15.1	20.9	18.6	18.8	19.3	69,844
1987	20.0	20.5	19.8	17.0	21.2	17.5	22.1	19.9	19.8	20.2	52,201
1988	19.2	20.0	19.2	16.3	20.0	18.2	21.3	19.4	18.7	19.5	51,598
1989	19.3	20.5	19.6	14.9	21.7	15.3	21.2	19.3	18.7	19.7	53,985
1990	18.4	20.8	19.2	16.8	20.9	16.2	21.9	19.3	18.3	19.6	54,780
1991	18.1	20.9	18.4	15.4	21.5	16.3	21.2	19.4	17.9	19.4	57,391
1992	18.8	21.3	18.8	16.1	21.5	18.8	21.4	19.9	19.3	19.9	59,101
Percent "C" Grades											
1981	17.4	17.4	17.8	11.4	19.7	16.7	21.4	16.0	17.0	17.9	64,910
1987	17.2	18.7	18.7	13.6	20.1	20.1	22.9	16.7	17.1	18.6	47,978
1988	16.9	19.3	17.6	9.3	19.5	19.1	22.2	16.6	16.2	18.1	47,784
1989	15.7	18.9	17.2	11.6	19.3	15.9	21.1	16.4	16.2	17.5	47,955
1990	15.8	18.2	17.0	11.5	19.1	17.0	21.2	17.1	16.8	17.6	49,194
1991	16.4	19.8	17.9	11.9	19.0	17.5	20.3	16.5	16.8	17.7	52,564
1992	16.1	20.4	17.2	13.7	19.1	18.7	20.2	16.9	16.7	17.9	53,112
Percent "D" Grades											
1981	5.4	4.4	4.2	3.2	5.7	6.6	7.2	4.3	6.5	5.3	18,455
1987	5.9	5.3	4.9	4.0	5.8	7.3	6.8	4.6	5.5	5.6	14,325
1988	5.4	5.7	4.9	2.3	5.7	6.6	6.7	4.5	5.4	5.4	14,240
1989	5.1	5.4	4.5	2.9	5.5	5.9	6.2	4.6	5.0	5.1	14,135
1990	5.7	5.4	4.3	3.4	5.5	5.4	5.9	4.7	5.1	5.2	14,544
1991	6.0	5.6	4.9	3.7	5.2	5.9	5.9	4.4	5.3	5.3	15,636
1992	5.4	5.7	4.6	4.5	5.4	5.7	5.3	4.4	5.5	5.2	15,360
Percent Other Grades(1)											
1981	41.3	38.9	38.6	44.5	32.6	49.1	33.0	40.3	38.3	38.3	135,549
1987	37.7	34.5	36.4	41.8	32.4	42.7	28.7	37.6	38.7	35.6	91,688
1988	38.9	34.9	38.8	42.8	33.4	43.2	30.5	38.3	39.8	36.7	97,027
1989	39.8	34.5	40.0	47.7	32.2	49.6	31.9	37.2	38.8	37.3	102,351
1990	40.9	35.0	39.3	45.6	33.2	47.1	31.6	36.5	39.0	37.3	104,486
1991	40.3	32.9	38.2	47.0	32.5	45.5	34.8	35.7	39.1	37.1	109,827
1992	39.6	32.2	37.7	44.3	30.0	41.2	33.2	34.6	38.4	35.6	105,379
Total Grades Awarded											
1981	59,350	48,888	34,441	7,675	63,134	20,942	43,414	57,170	27,227	100.0	362,241
1987	39,765	33,059	22,955	10,683	48,577	10,984	30,067	41,941	19,779	100.0	257,810
1988	40,436	34,288	22,641	10,368	48,375	13,530	31,217	42,349	20,996	100.0	264,200
1989	44,162	36,653	23,352	11,974	47,540	14,187	30,846	43,559	22,343	100.0	274,616
1990	43,127	39,347	23,592	13,041	47,967	15,670	31,657	42,074	23,599	100.0	280,074
1991	45,246	39,102	26,579	15,205	48,700	17,571	34,630	45,374	24,017	100.0	296,424
1992	46,018	40,186	26,491	16,978	48,444	14,500	35,080	46,188	22,366	100.0	296,251

Source: Data Processing Report D5120, Grade Distribution by Department. 1985 data is not available.

Note: (1)Includes incomplete, F, credit, no credit, withdraw (W), in progress (IP) and report deleted(RD). IP is used for courses which extend beyond the normal end of an academic term. RD is assigned when there is a delay in reporting the grade beyond the control of the student. Neither IP nor RD is used in calculating grade point averages. Included in credit are X grades and credit by exam.

TRANSFERS TO UC AND CSU

The tallies in Tables 26.1 and 26.2 include only students who transfer directly from Los Angeles Community Colleges to four-year colleges in California. They do not include LACCD students who attend colleges outside the District before transferring to four year schools, or who transfer to colleges and universities outside the state. Also left out are reverse transfers who drop out of four-year schools and enroll in LACCD colleges, or students who attend community college classes at night or in the summer while enrolled in four-year schools. Thus, transfer activity between the Los Angeles Community Colleges and four-year schools is more extensive and complex than these tables and figures can indicate.

These transfer numbers were reported by the receiving institutions to the California Postsecondary Education Commission. They are based on the last community college attended before transferring, and may understate the contributions of colleges that enroll transfer-bound students but lose them to other community colleges before they transfer to four-year schools. Before 1986, data from private institutions was erratic and incomplete; in recent years it has improved, and the larger numbers of recent years reflect a more accurate count. But funding shortages at the state level have hindered data gathering procedures, and no data on transfers to private institutions are currently available for the years following 1990-91. The University of California has been unable to provide full and reliable data on full-year transfers before the 1986-87 academic year, and there is no full-year data for any schools after 1990-91. For these reasons, and given the variations of transfers described above, analyses of long-term trends have focussed on fall transfers to the UC and CSU systems.

TABLE 26.1

FALL SEMESTER TRANSFERS TO CALIFORNIA PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS BY COLLEGE, 1978-79 THROUGH 1991-92

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1978-79	129	46	39	2	123	12	5	143	37	536
1980-81	104	37	48	4	104	7	5	120	37	466
1985-86	54	30	25	1	98	1	5	71	21	306
1986-87	46	35	19	4	66	3	5	67	23	268
1987-88	53	42	25	2	66	1	2	66	18	275
1988-89	52	54	27	2	90	1	2	89	28	345
1989-90	67	57	37	4	131	1	4	105	27	433
1990-91	66	78	36	4	137	8	3	94	21	447
1991-92	72	82	38	8	160	5	6	104	21	491
California State University										
1978-79	493	461	428	49	874	186	173	727	198	3,589
1980-81	475	390	402	55	794	137	150	652	239	3,294
1985-86	351	299	232	34	722	74	123	482	118	2,435
1986-87	307	270	247	39	653	81	86	420	94	2,197
1987-88	316	329	236	23	605	51	108	445	110	2,223
1988-89	304	228	233	43	639	61	84	445	122	2,159
1989-90	301	276	219	56	502	58	95	406	129	2,042
1990-91	329	326	232	42	602	85	90	476	168	2,350
1991-92	295	314	184	45	563	88	106	405	134	2,134
California Private Institutions										
1986-87	134	51	37	21	68	6	27	55	36	435
1987-88	189	47	69	33	113	19	27	77	59	633
1988-89	78	49	32	7	75	5	28	53	49	376
1989-90	90	45	46	10	115	14	29	86	32	467
1990-91	61	20	32	13	53	4	15	68	34	300
Total Known Fall Transfers to California Public and Private Institutions										
1978-79*	622	507	467	51	997	198	178	870	235	4,125
1980-81*	579	427	450	59	898	144	155	772	276	3,760
1985-86*	405	329	257	35	820	75	128	553	139	2,741
1986-87	487	356	303	64	787	90	118	542	153	2,900
1987-88	558	418	330	58	784	71	137	588	187	3,131
1988-89	434	331	292	52	804	67	114	587	199	2,880
1989-90	458	378	302	70	748	73	128	597	188	2,942
1990-91	456	424	300	59	792	97	108	638	223	3,097
1991-92*	367	396	222	53	723	93	112	509	155	2,625

Source: Reports from California State Department of Finance (to 1987) and from California Postsecondary Education Commission (CPEC), 1987-1992.

*Includes UC and CSU transfers only; figures not available for private institutions.

TABLE 26.2

FULL-YEAR TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS BY COLLEGE, 1978-79 THROUGH 1990-91

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1986-87	63	40	30	5	112	3	5	112	30	400
1987-88	88	54	33	2	112	1	4	112	29	435
1988-89	89	67	31	3	120	2	4	126	37	479
1989-90	84	61	45	4	159	1	4	129	35	522
1990-91	96	96	47	5	187	9	5	140	29	614
California State University										
1981-82	806	707	570	59	1,256	208	236	911	326	5,079
1985-86	655	568	377	49	1,122	136	198	743	209	4,057
1986-87	562	489	388	57	1,011	128	170	691	159	3,655
1987-88	541	544	377	59	943	83	185	722	168	3,622
1988-89	509	438	358	67	923	101	152	654	218	3,420
1989-90	518	497	360	102	865	104	151	692	222	3,511
1990-91	533	562	347	69	970	127	163	760	260	3,791
Total Known Full-Year Transfers to California Public Institutions										
1986-87	625	529	418	62	1,123	131	175	803	189	4,055
1987-88	629	598	410	61	1,055	84	189	834	197	4,057
1988-89	598	505	389	70	1,043	103	156	780	255	3,899
1989-90	602	558	405	106	1,024	105	155	821	257	4,033
1990-91	629	658	394	74	1,157	136	168	900	289	4,405

Source: UPDATE OF CALIFORNIA COMMUNITY COLLEGE TRANSFER STUDENT STATISTICS 1988-89, and STUDENT PROFILES, 1990-1991, California Postsecondary Education Commission, Sacramento, California. UC data is not available before 1986-87, and there is no full-year data for private institutions.

FIGURE 26.1: FALL SEMESTER TRANSFERS FROM CALIFORNIA COMMUNITY COLLEGES TO CSU AND UC SYSYTEMS, FALL 1978 - FALL 1991

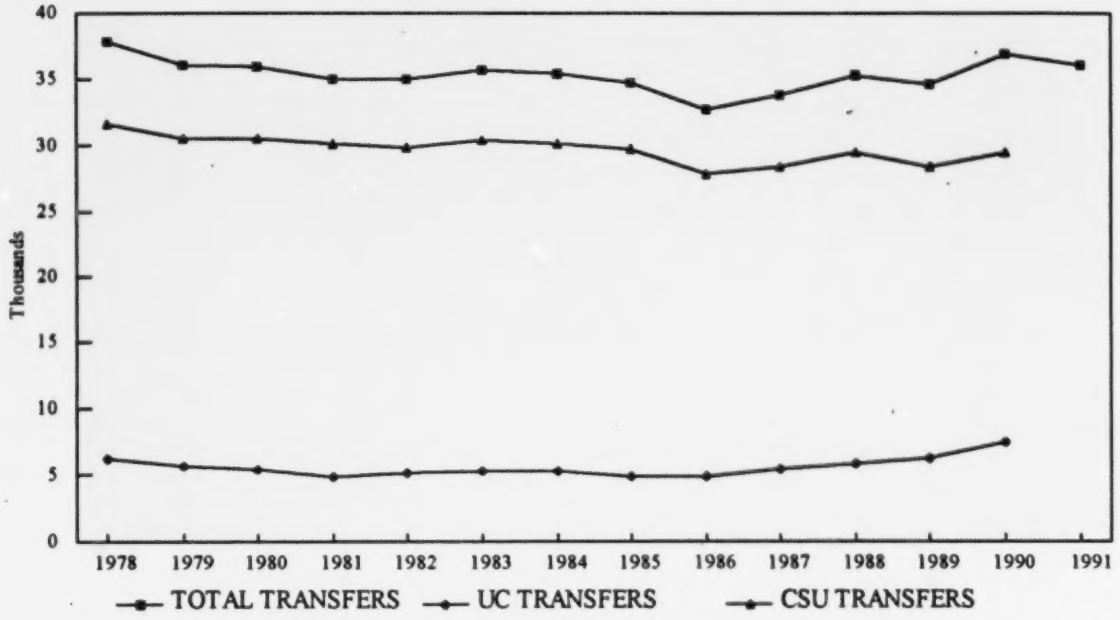
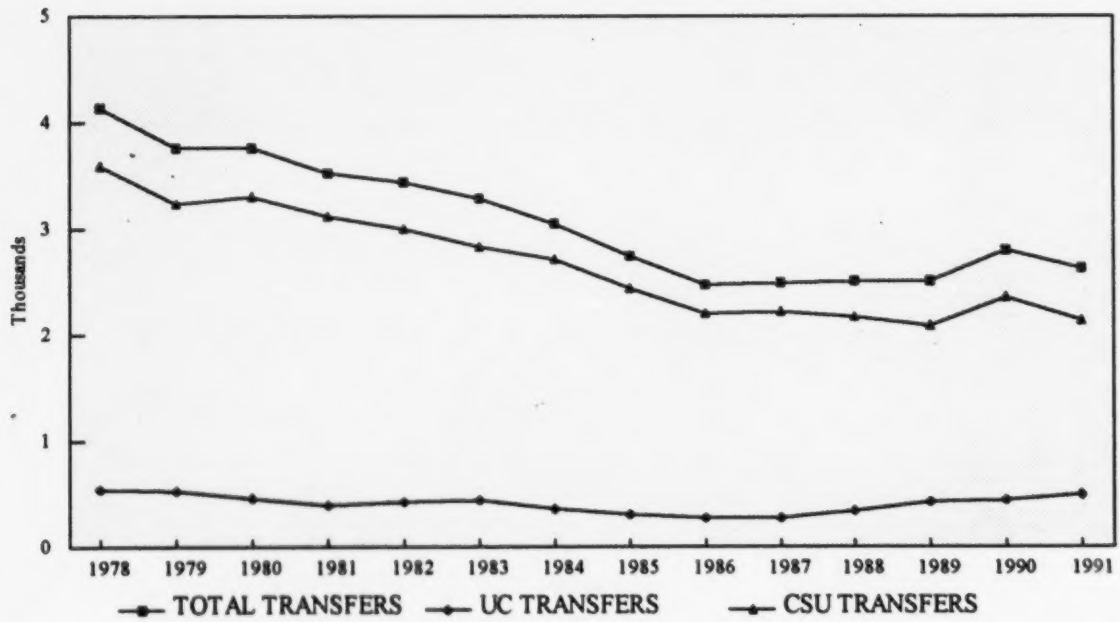


FIGURE 26.2: FALL SEMESTER TRANSFERS FROM THE DISTRICT TO CSU AND UC SYSTEMS FALL 1978 - FALL 1991



AWARDS CONFERRED

The confirmed figures listed here for awards conferred in the various categories are obtained directly from the Admissions Offices at the colleges; they may exceed the HEGIS/IPEDS numbers.

The districtwide trend in degrees has paralleled that in fall transfers, declining in steps from 1978-79 until 1986-87. After that year, it varied little until the 9% increase in 1991-92. Degree tallies have always been well above the numbers of fall transfers, but slightly below the full-year totals, for as long as they have been available. The 1982-83 peak in degrees and certificates occurred after a surge in first-time students in Fall 1979 and 1980, while the low point in 1990-91 followed a mid-80s enrollment decline. The districtwide number of certificates awarded has fluctuated even less than degrees since the early 80s; it declined in 1991-92 as degrees increased.

FIGURE 27: DISTRICTWIDE AWARDS CONFERRED BY TYPE, 1978-79 THROUGH 1991-92

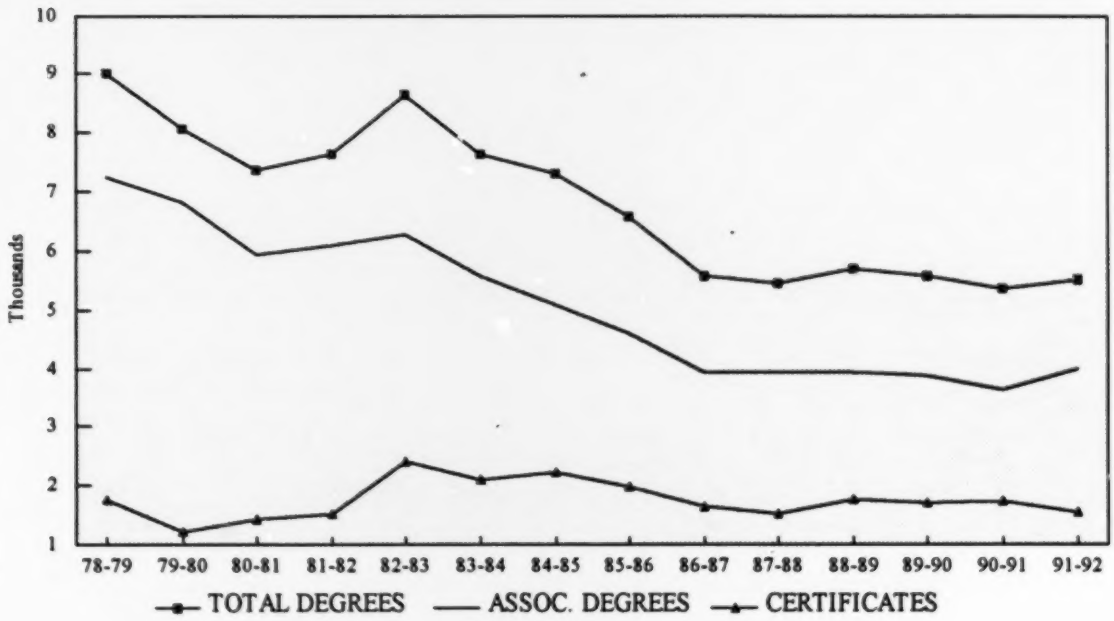


TABLE 27

AWARDS CONFERRED BY TYPE AND COLLEGE, 1978-79 THROUGH 1991-92

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Associate Degrees										
1978-79	1,219	908	707	106	1,156	398	694	1,734	325	7,247
1979-80	1,263	923	553	130	1,155	294	630	1,478	406	6,832
1980-81	1,256	1,130	486	79	1,133	429	638	448	352	5,951
1981-82	956	821	528	101	1,150	353	678	1,211	308	6,106
1982-83	1,127	882	558	111	1,062	361	758	1,196	208	6,263
1983-84	841	793	580	112	1,002	285	639	1,090	223	5,565
1984-85	1,003	781	450	75	919	271	532	841	214	5,086
1985-86	683	768	460	98	980	213	562	647	189	4,600
1986-87	625	528	443	80	962	184	370	583	145	3,920
1987-88	549	754	425	193	883	167	354	493	123	3,941
1988-89	384	700	419	204	874	193	375	514	256	3,919
1989-90	641	597	359	215	753	159	376	539	228	3,867
1990-91	457	577	365	184	772	148	380	515	228	3,626
1991-92	501	608	414	181	789	215	446	556	272	3,982
Certificates										
1978-79	0	258	79	0	57	0	1,029	287	69	1,779
1979-80	0	276	26	0	57	0	641	166	58	1,224
1980-81	7	198	55	0	50	0	961	10	134	1,415
1981-82	154	118	71	0	67	43	785	145	145	1,528
1982-83	195	125	60	22	45	79	1,463	223	180	2,392
1983-84	282	290	74	28	38	29	894	189	264	2,088
1984-85	251	254	53	104	24	50	952	200	348	2,236
1985-86	149	218	49	27	44	48	1,071	160	223	1,989
1986-87	148	124	28	68	56	75	847	77	219	1,642
1987-88	181	141	41	82	60	34	741	103	135	1,518
1988-89	197	383	28	98	34	67	723	104	136	1,770
1989-90	211	261	23	112	42	138	705	87	131	1,710
1990-91	139	438	23	99	46	55	637	110	176	1,723
1991-92	144	60	44	92	60	62	746	113	218	1,539
Total Awards										
1978-79	1,219	1,166	786	106	1,213	398	1,723	2,021	394	9,026
1979-80	1,263	1,199	579	130	1,212	294	1,271	1,644	464	8,056
1980-81	1,263	1,328	541	79	1,183	429	1,599	458	486	7,366
1981-82	1,110	939	599	101	1,217	396	1,463	1,356	453	7,634
1982-83	1,322	1,007	618	133	1,107	440	2,221	1,419	388	8,655
1983-84	1,123	1,083	654	140	1,040	314	1,533	1,279	487	7,653
1984-85	1,254	1,035	503	179	943	321	1,484	1,041	562	7,322
1985-86	832	986	509	125	1,024	261	1,633	807	412	6,589
1986-87	773	652	471	148	1,018	259	1,217	660	364	5,562
1987-88	730	895	466	275	943	201	1,095	596	258	5,459
1988-89	581	1,083	447	302	908	260	1,098	618	392	5,689
1989-90	852	858	382	327	795	297	1,081	626	359	5,577
1990-91	596	1,015	388	283	818	203	1,017	625	404	5,349
1991-92	645	668	458	273	849	277	1,192	669	490	5,521

Sources: Higher Education General Information Surveys (HEGIS), MEDS Degrees and Certificates Reports, and College Deans of Admissions.

The number of certificates awarded at East in 1984-85 was not recorded. The figure reported here assumes that the number of certificates awarded at East was the average of the previous and the succeeding years.

Special Services

- **Federal legislation on handicapped access has caused an increase in the number of students seeking Disabled Services.**
- **City leads the colleges in both EOPS and Financial Aid program participation. Both programs continued to expand districtwide for the fourth year in a row.**
- **Foreign student enrollment continued to increase in Fall 1992, up 15% districtwide. East and City have the largest populations of these students.**
- **The Amnesty program is running out with the expiration of the enrollment deadline, and much non-credit ESL enrollment has been lost.**

SERVICES TO SPECIAL GROUPS

This table shows the number of students enrolled in any of several specially funded programs, plus the number of tuition-paying foreign students on F-1 visas receiving special counseling. The Veterans programs, listed in previous years, has been ommitted from the table. Since the Veterans Cost of Instruction Program (VCIP), which awarded grants to veteran students through the District, was discontinued, veterans have received their grants directly from the federal Veteran's Administration. The Veterans Educational Opportunity Program, which replaced the VCIP, offers only specialized counseling to a decreasing pool of veterans. The program is now implemented irregularly if at all on most campuses, and an accurate count of contacted veterans has become difficult to obtain.

The numbers of students served by the various programs has generally fluctuated along with enrollment, but some of the declines in EOPS and Financial Aid between 1980-81 and 1985-86 occurred after audits by the state and federal agencies that fund the grants and set guidelines for eligibility revealed the need for corrective action. Financial Aid has also been subjected to changes in administrative structure. Its districtwide total clientele is only 64% of its 1980-81 tally, but is up 22% from 1990-91, following an increase in student fees. EOPS enrollment has also grown substantially since 1987-88. The passage of the federal Americans with Disabilities Act in the spring of 1990 has brought about an increase in DSPS enrollees over the past two years.

Foreign students are the only special group listed here whose numbers have grown steadily over the last decade. They include only non-residents who must pay full tuition. Efforts to recruit and counsel these students have been carried out by campus-based advisers, under the coordination of the District Institute of International Education.

FIGURE 28: SERVICES TO SPECIAL STUDENT GROUPS, 1977-78 THROUGH 1991-92

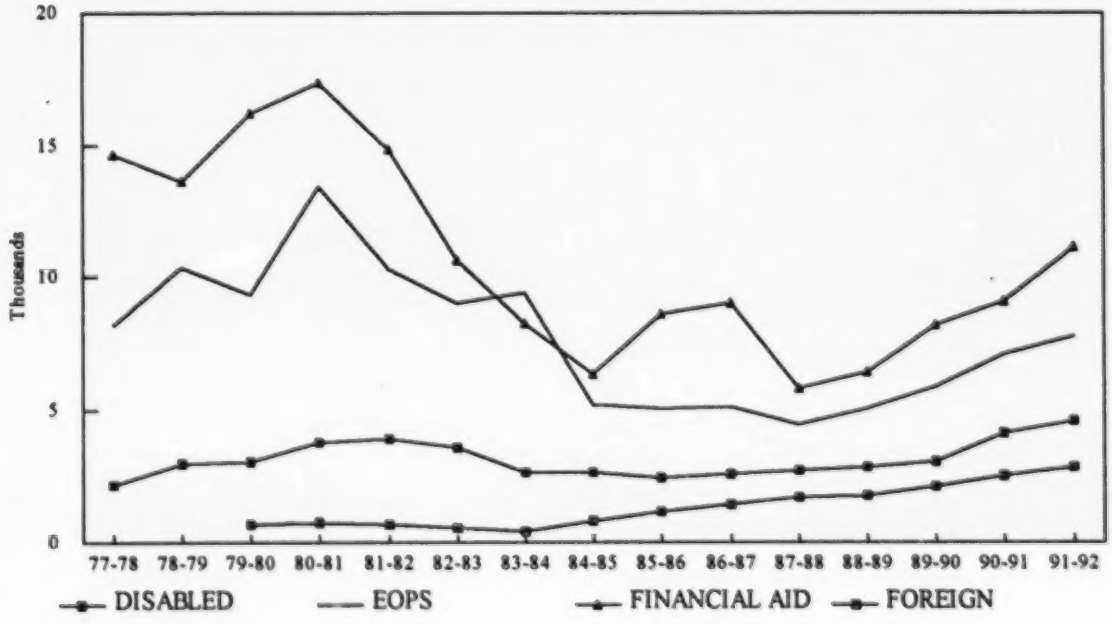


TABLE 28

SERVICES TO SPECIAL GROUPS: DISABLED STUDENTS, EOPS STUDENTS, FINANCIAL AID RECIPIENTS AND FOREIGN STUDENTS, 1977-78 THROUGH 1991-92

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Disabled Students Served										
1977-78	405	206	79	9	460	118	319	463	85	2,144
1980-81	952	331	156	77	664	178	655	549	222	3,784
1985-86	404	261	147	95	451	88	479	415	133	2,473
1986-87	406	267	151	136	499	90	417	429	155	2,550
1987-88	491	219	154	138	492	60	449	478	219	2,700
1988-89	402	254	211	151	415	75	583	533	247	2,871
1989-90	529	286	204	178	555	110	386	548	243	3,039
1990-91	703	474	316	233	683	188	446	785	308	4,136
1991-92	752	494	312	349	870	230	481	812	311	4,611
EOPS Students Served										
1977-78	2,200	1,569	255	210	97	1,500	1,300	592	510	8,233
1980-81	3,314	2,000	323	320	441	3,500	2,000	700	800	13,398
1985-86	1,337	821	165	56	297	570	834	461	512	5,053
1986-87	1,155	643	214	103	418	692	956	451	496	5,128
1987-88	1,180	717	177	102	487	489	651	295	401	4,499
1988-89	1,737	620	206	209	304	553	709	311	404	5,053
1989-90	1,905	686	236	380	351	635	831	407	500	5,931
1990-91	2,512	756	307	484	401	637	935	624	462	7,118
1991-92	2,637	854	436	672	543	637	847	672	476	7,774
Other Financial Aid Recipients										
1977-78	4,430	1,420	900	130	560	1,860	2,700	1,610	985	14,595
1980-81	4,472	2,224	702	179	995	2,876	3,233	1,178	1,493	17,352
1985-86	1,931	1,291	410	201	779	914	1,640	861	558	8,585
1986-87	1,997	1,290	483	253	862	878	1,935	846	491	9,035
1987-88	1,453	898	375	141	560	500	1,047	545	331	5,850
1988-89	1,380	1,208	488	143	556	599	1,067	533	483	6,457
1989-90	1,881	1,535	607	196	653	789	1,288	669	560	8,178
1990-91	2,321	1,547	741	232	648	779	1,594	777	473	9,112
1991-92	2,465	1,680	1,143	331	1,175	861	1,678	1,292	512	11,137
Foreign Students Served										
1979-80	224	114	28	9	98	70	85	78	6	712
1980-81	215	100	30	4	120	80	75	86	31	741
1985-86	487	56	20	12	230	49	63	111	152	1,180
1986-87	546	196	60	9	254	20	64	133	115	1,397
1987-88	621	238	70	8	275	20	97	148	232	1,709
1988-89	625	307	117	0	265	29	64	168	200	1,775
1989-90	657	590	148	22	260	12	65	136	188	2,078
1990-91	696	743	204	34	303	19	98	172	229	2,498
1991-92	781	764	274	45	331	15	149	237	277	2,873

Sources: College EOPS and DSPS program directors; Office of Special Services, Human Resources Division; Central Financial Aid Unit, Office of International Education; and college foreign student advisors. Data for Disabled, EOPS, and Financial Aid are unduplicated totals for the academic year. Foreign Students are Fall Semester counts only.

AMNESTY

The Amnesty Program was developed as a result of federal legislation aimed at giving qualified undocumented aliens the opportunity to legalize their residency and achieve citizenship. The Program offers non-credit instruction in ESL and Citizenship; the latter includes American History and Civics. The deadline for enrollment in the program was in 1987, but because of the massive response, final processing of all applicants has still not been concluded. To accomodate all qualified persons, the program is expected to offer instruction at least through 1994, and funding has been assured through that fiscal year.

The enrollment listed represents an unduplicated headcount for the entire year, not simply at census date. The figures are therefore much higher than the first census non-credit tallies in Table 3.2. The contact hours are not WSCH, which represents contact hours for census week only. Instead, they are the total contact hours for the entire year. The funds listed are the amount reimbursed to the program on the basis of contact hours.

TABLE 29

AMNESTY PROGRAM ENROLLMENT, ATTENDANCE HOURS AND COSTS, 1988-89 THROUGH 1991-92

(Thousands of Dollars)

Year	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1988-89										
Enrollment	2,998	1,273	464	4,971	78	1,589	1,506	102	64	13,045
Hours	145,092	55,719	29,191	334,669	1,740	174,618	76,099	6,058	3,436	826,622
Costs	$574.5	$221.3	$106.0	$1,281.4	$9.4	$1,085.6	$382.9	$43.9	$21.5	$3,726.5
1989-90										
Enrollment	2,365	491	475	3,167	378	2,012	1,873	571	129	11,461
Hours	199,505	26,222	26,414	235,453	11,733	165,692	72,812	35,638	11,075	784,544
Costs	$1,127.2	$148.2	$149.2	$1,330.3	$66.3	$936.2	$411.4	$201.4	$62.6	$4,432.7
1990-91										
Enrollment	1,767	545	163	2,206	131	1,182	1,275	385	121	7,775
Hours	136,421	46,380	10,019	163,404	6,636	117,963	82,764	33,428	20,263	617,278
Costs	$979.5	$333.0	$71.9	$1,173.2	$47.6	$847.0	$594.2	$240.0	$145.5	$4,432.1
1991-92										
Enrollment	1,290	491	189	1,873	102	1,044	819	803	122	6,733
Hours	119,829	24,137	16,769	165,356	7,289	159,574	79,351	29,589	10,965	612,859
Costs	$765.7	$154.2	$107.2	$1,056.6	$46.6	$1,019.7	$507.1	$189.1	$70.0	$3,916.2

Source: Accounting Branch, Business Services Division, and Amnesty Directors.

Fiscal and Personnel Resources

- District General Fund Income is more than a fifth lower than its 1980 level in constant dollars.
- Spending on administration has dropped 28% since 1990, while instructional costs have risen to slightly more than half of total General Fund expenditures.
- Financial Aid expenditures have increased with enrollment recovery and larger student fees, while EOPS spending has declined, even with increased participation.
- State Vocational Funding was cut back in the mid-80s, and has not fully recovered. Federal Vocational funding has fluctuated with enrollment changes, but is far below 1980 levels in constant dollars.
- Affirmative Action goals have been revised upwards for Hispanics and Asians to reflect their growing share of the area population. But the percentage of both Hispanics and women in administration and faculty are far below their benchmark goals. There is little prospect for change as long as hiring is limited by funding shortages.
- District employment has been declining, with five-year losses in full-time faculty, administration and service/maintenance. The number of hourly faculty has not declined as much as class cutbacks might indicate.

GENERAL FUND INCOME AND EXPENDITURES

The General Fund includes all funds that may be allocated at the discretion of district and college administration, plus employee benefits and some categorical funding. They include the funds identified as Program 100, which support the basic operations of the colleges and District. The inflation adjustments expressed in 1979 dollars are based on changes in the consumer price index for all consumers in the Los Angeles area, as reported by the federal Bureau of Labor Statistics.

In expenditure categories, instructional support includes mainly libraries and learning resource centers. Department Chairs expenditures were included under Instructional Administration from 1984-85 to 1989-90, when the state required them to be reported under Instruction. The following year the Chairs were returned to Instructional Administration, only to be charged again to Instruction in 1991-92.

TABLE 30

GENERAL FUND INCOME BY SOURCE, 1979-80 THROUGH 1991-92

(Millions of Dollars)

	1979-80	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Sources							
Federal (1)	13.47	6.42	7.08	11.11	12.99	11.75	13.79
State	129.91	134.86	138.05	141.45	155.82	161.81	153.20
Local Tax	23.62	43.03	48.64	52.15	56.53	62.33	69.91
Local Income and Fees	12.14	20.92	21.42	21.45	23.46	24.87	26.67
Total General Fund Income	179.14	205.23	215.20	226.16	248.79	260.75	263.58
In 1979 Dollars	179.14	140.58	140.20	140.57	147.07	143.78	142.19
Net Other Financing	-0.77	-0.14	-0.58	0.86	-1.15	-1.89	-2.98
Incoming	0.04	0.00	0.40	1.66	0.76	0.00	0.19
Outgoing	0.81	0.14	0.97	0.80	1.91	1.89	3.17
Net General Fund Income	178.37	205.08	214.62	227.01	247.65	258.85	260.60
Beginning Balance (2)	44.08	7.86	16.17	17.97	16.02	3.95	12.99
Less Ending Balance	44.78	17.79	20.55	12.35	3.95	0.00	14.71
Total Amount Allocated	177.67	195.15	210.24	232.64	259.72	262.80	258.88
In 1979 Dollars	177.67	133.68	136.97	144.60	153.53	144.91	139.66
			(Percentages)				
Sources							
Federal (1)	7.6%	3.3%	3.4%	4.8%	5.0%	4.5%	5.3%
State	73.1	69.1	65.7	60.8	60.0	61.6	59.2
Local Tax	13.3	22.1	23.1	22.4	21.8	23.7	27.0
Local Income and Fees	6.8	10.7	10.2	9.2	9.0	9.5	10.3
Total General Fund Income	100.8	105.2	102.4	97.2	95.8	99.2	101.8
Net Other Financing	-0.4	-0.1	-0.3	0.4	-0.4	-0.7	-1.2
Incoming	0.0	0.0	0.2	0.7	0.3	0.0	0.1
Outgoing	0.5	0.1	0.5	0.3	0.7	0.7	1.2
Net General Fund Income	100.4	105.1	102.1	97.6	95.4	98.5	100.7
Beginning Balance (2)	24.8	4.0	7.7	7.7	6.2	1.5	5.0
Less Ending Balance	25.2	9.1	9.8	5.3	1.5	0.0	5.7
Total Amount Allocated	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Sources: Annual Financial and Budget Report to the California Community Colleges from the Los AngelesCommunity College District CCFS-311, 1979-80 through 1991-92.

(1) Financial aid payments to students are excluded.

(2)Differences between the beginning balance and the previous year's ending balance occur due to accounting adjustments.

FIGURE 30: GENERAL FUND INCOME, 1979-80 THROUGH 1991-92

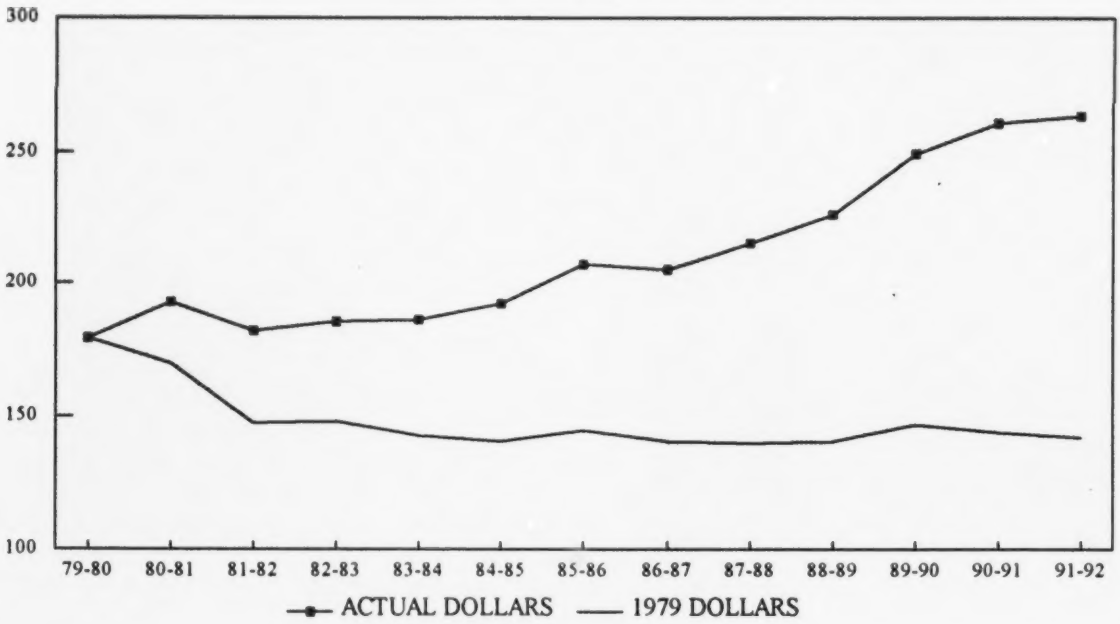


FIGURE 31: GENERAL FUND EXPENDITURES PER FTES (FULL-TIME EQIVALENT STUDENT) 1987-88 THROUGH 1991-92

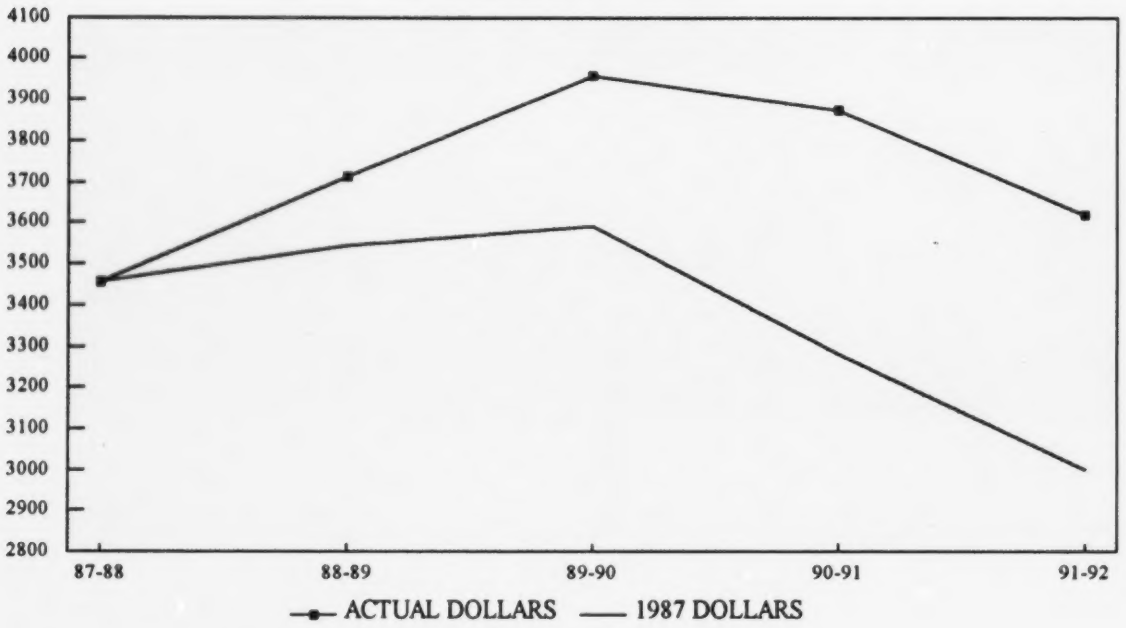


TABLE 31

GENERAL FUND EXPENDITURES BY ACTIVITY, 1979-80 THROUGH 1991-92

(Millions of Dollars)

	1979-80	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Instruction	$87.64	$96.54	$102.28	$115.71	$134.60	$127.08	$129.57
Instructional Support	6.64	5.99	6.89	7.11	7.41	6.76	6.87
Subtotal Instruction	**94.28**	**102.53**	**109.17**	**122.82**	**142.01**	**133.84**	**136.44**
Instructional Admin.(1)	7.28	15.88	17.60	19.13	17.00	20.67	14.81
Planning & Policy Making	5.87	5.18	5.98	7.67	7.94	9.22	8.32
Subtotal Administration	**13.15**	**21.06**	**23.58**	**26.80**	**24.94**	**29.89**	**23.13**
Admissions & Records	3.22	5.02	6.00	6.25	6.55	6.73	6.33
Counseling	6.96	7.19	8.22	9.76	11.14	11.72	11.66
Student Services	9.30	10.29	11.78	11.83	12.98	14.46	14.52
Physical Plant	22.06	23.48	25.40	26.17	29.55	30.49	31.82
Gen. Institutional Support	24.84	22.08	21.15	26.06	27.28	31.70	28.62
Community Services	3.24	2.33	3.05	2.45	3.18	3.30	3.72
Other Services & Operations	0.31	1.24	1.89	1.53	2.09	2.14	2.45
Subtotal Support Services	**69.93**	**71.64**	**77.49**	**84.05**	**92.77**	**100.52**	**99.12**
Total General Fund Expenditures(2)	**$177.36**	**$195.23**	**$210.24**	**$233.67**	**$259.72**	**$264.25**	**258.69**
Expenditure per ADA							
Current Dollars	$2,508	$3,732	$4,113	$4,428	$4,659	$4,538	
1979 Dollars	$2,508	$2,556	$2,680	$2,753	$2,754	$2,502	
Expenditure per FTE							
Current Dollars			$3,458	$3,713	$3,958	$3,876	$3,620
1987 Dollars			$3,458	$3,543	$3,591	$3,281	$2,997
			(Percentages)				
Instruction	49.4%	49.4%	48.6%	49.5%	51.8%	48.1%	50.1%
Instructional Support	3.7	3.1	3.3	3.0	2.9	2.6	2.7
Subtotal Instruction	**53.2**	**52.5**	**51.9**	**52.6**	**54.7**	**50.6**	**52.7**
Instructional Admin.(1)	4.1	8.1	8.4	8.2	6.5	7.8	5.7
Planning & Policy Making	3.3	2.7	2.8	3.3	3.1	3.5	3.2
Subtotal Administration	7.4	10.8	11.2	11.5	9.6	11.3	8.9
Admissions & Records	1.8	2.6	2.9	2.7	2.5	2.5	2.4
Counseling	3.9	3.7	3.9	4.2	4.3	4.4	4.5
Student Services	5.2	5.3	5.6	5.1	5.0	5.5	5.6
Physical Plant	12.4	12.0	12.1	11.2	11.4	11.5	12.3
Gen. Institutional Support	14.0	11.3	10.1	11.2	10.5	12.0	11.1
Community Services	1.8	1.2	1.4	1.0	1.2	1.2	1.4
Other Services & Operations	0.2	0.6	0.9	0.7	0.8	0.8	0.9
Subtotal Support Services	**39.4**	**36.7**	**36.9**	**36.0**	**35.7**	**38.0**	**38.3**
Total General Fund Expenditures	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Annual Financial and Budget Report to the California Community Colleges (CCFS-311), 1979-80 through 1991-92.

(1) Department chairs have been reported under Instructional Administration since 1984-85, with the exception of 1989-90, when theywere reported under Instruction.

(2) Differs from amount available in Table 28 due to the exclusion of transfers to special funds.

(3) From 1992, Expenditure per FTE, the new measure for reinbursement.

BASIC PROGRAM EXPENDITURES BY LOCATION

The Basic Program does not include categorical funding from agencies outside the District; it does include Instructional Television and the administrative costs of the Central Financial Aid Unit. With these restrictions, the total districtwide figure here is somewhat smaller than the total General Fund expenditure figure in Table 31. Department chairs, formerly included in the regular faculty, are listed between faculty and administrators. Employee benefits are actually charged to a single account with a District Office location. Attempts in the past to estimate benefits by location have not resulted in a total expenditure figure that matches the actual Districtwide total. Therefore, this year only the single actual figure is presented at its District Office location. Benefits for all District employees represent almost half of District Office expenditures.

TABLE 32

BASIC PROGRAM EXPENDITURES BY LOCATION, 1991-92

(Millions of Dollars)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Office	District Total
Certificated Salaries											
Teaching,regular assignment	9.64	8.26	5.75	2.48	10.88	3.00	8.07	9.50	4.27	0.00	61.84
Teaching, hourly assignment	2.44	1.86	1.41	0.53	2.24	1.32	2.77	1.96	1.58	0.00	16.12
Department Chairs	0.70	0.57	0.36	0.21	0.92	0.33	0.43	0.62	0.29	0.00	4.43
Certificated Administrators	0.75	0.77	0.52	0.49	0.71	0.46	1.23	0.73	0.54	1.24	7.44
Other Certificated	1.28	0.80	0.82	0.58	1.27	0.82	0.80	1.08	0.79	0.00	8.22
Noncertificated Salaries											
Instructional Aides	0.83	0.62	0.43	0.15	0.87	0.35	0.67	0.70	0.35	0.00	4.98
Noninstructional Employees	5.47	4.42	3.16	2.57	4.68	2.87	5.76	5.04	2.89	8.91	45.80
Employee Benefits										14.62	14.62
Subtotal Personnel Costs	**21.12**	**17.31**	**12.46**	**7.01**	**21.56**	**9.15**	**19.73**	**19.63**	**10.72**	**24.77**	**163.45**
Books & Supplies	0.58	0.49	0.27	0.25	0.69	0.23	0.69	0.66	0.21	0.32	4.39
Operating Expenses of Plant	1.63	1.62	0.91	0.47	1.78	1.10	1.62	1.13	1.07	5.74	17.06
Subtotal Support Costs	**2.21**	**2.10**	**1.19**	**0.72**	**2.47**	**1.34**	**2.31**	**1.78**	**1.28**	**6.05**	**21.45**
Total Location Expend.	**23.32**	**19.41**	**13.64**	**7.72**	**24.03**	**10.48**	**22.04**	**21.41**	**11.99**	**30.83**	**184.89**
Percentages											
Certificated Salaries											
Teaching,regular assignment	41.3%	42.5%	42.2%	32.1%	45.3%	28.6%	36.6%	44.4%	35.6%	0.0%	33.4%
Teaching, hourly assignment	10.5	9.6	10.3	6.8	9.3	12.6	12.6	9.2	13.2	0.0	8.7
Department Chairs	3.0	2.9	2.7	2.7	3.8	3.1	1.9	2.9	2.4	0.0	2.4
Certificated Administrators	3.2	4.0	3.8	6.4	3.0	4.4	5.6	3.4	4.5	4.0	4.0
Other Certificated	5.5	4.1	6.0	7.5	5.3	7.8	3.6	5.0	6.6	0.0	4.4
Noricertificated Salaries											
Instructional Aides	3.6	3.2	3.2	1.9	3.6	3.4	3.0	3.3	2.9	0.0	2.7
Noninstructional Employees	23.5	22.8	23.2	33.3	19.5	27.4	26.1	23.6	24.1	28.9	24.8
Employee Benefits	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	47.4	7.9
Subtotal Personnel Costs	**90.5**	**89.2**	**91.3**	**90.7**	**89.7**	**87.2**	**89.5**	**91.7**	**89.4**	**80.4**	**88.4**
Books & Supplies	2.5	2.5	2.0	3.2	2.9	2.2	3.1	3.1	1.7	1.0	2.4
Operating Expenses of Plant	7.0	8.3	6.7	6.0	7.4	10.5	7.4	5.3	8.9	18.6	9.2
Subtotal Support Costs	**9.5**	**10.8**	**8.7**	**9.3**	**10.3**	**12.8**	**10.5**	**8.3**	**10.6**	**19.6**	**11.6**
Total Location Expend.	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Budget Branch, Business Services Division. Includes Program 100 expenditures only, except as noted.
Note: Employee Benefits are charged to a single Districtwide account, and not to individual colleges. District Office expenditures do not include Districtwide interfund transfers; they do include the Central Financial Aid administrative unit and Instructional Television.
(1) Includes expenditures on sites, buildings, equipment and insurance.

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SPECIAL PURPOSE EXPENDITURES

This table covers programs that are not included in Program 100, but are nonetheless important components of regular college operations. The Cafeteria, Bookstore and Community Services obtain most of their income from fees and sales revenue. Instructional Television and International Education have been administered directly from the District Educational Services Division, but WSCH generated by International Education is credited to Los Angeles City College. Handicapped Services was formerly included in this table; it has been moved to the more appropriate Special Student Services expenditure table, where it is broken out by college.

TABLE 33

SPECIAL PURPOSE EXPENDITURES BY ACCOUNT

1981-82 THROUGH 1991-92

(Thousands of Dollars)

Objects	Bookstore	Cafeteria(2)	Child Development Centers	Community Services(3)	Instructional Television(2)	International Education(2)	Total
Salaries and Benefits							
1981-82	$1,870.8	$1,842.2	$1,513.9	$3,505.5	$408.4	$126.6	$9,267.4
1982-83	1,931.7	1,779.4	1,339.5	2,096.3	330.1	131.3	7,608.2
1983-84	1,783.2	1,259.3	1,312.8	2,021.6	344.2	134.0	6,855.0
1984-85	2,322.0	1,503.0	1,553.0	2,019.0	385.0	139.0	7,921.0
1985-86	2,020.2	1,262.0	1,508.1	1,778.5	345.6	158.6	7,073.0
1986-87	1,831.5	1,206.8	1,507.4	1,554.6	342.9	153.6	6,596.8
1987-88	2,104.7	1,265.3	1,718.7	1,672.8	320.1	231.6	7,313.2
1988-89	2,392.3	1,328.4	1,878.6	1,621.4	382.9	319.8	7,923.4
1989-90	2,790.4	1,989.0	2,251.2	1,891.7	388.8	375.9	9,687.0
1990-91	3,116.5	1,915.2	2,284.4	2,154.1	391.4	343.8	10,205.3
1991-92	3,245.7	1,878.6	2,648.6	2,363.0	380.8	329.9	10,846.5
Other (1)							
1981-82	$8,364.6	$2,287.0	$175.7	$649.5	$244.0	$12.6	$11,733.4
1982-83	9,058.1	2,075.7	133.9	865.3	129.7	7.2	12,269.9
1983-84	9,367.0	1,468.8	132.5	1,134.0	115.3	6.5	12,224.0
1984-85	8,584.0	1,426.0	57.0	1,421.0	137.0	8.0	11,633.0
1985-86	7,824.0	1,211.4	34.4	1,114.2	197.4	16.1	10,397.5
1986-87	9,913.5	1,285.0	31.9	774.4	158.8	17.4	12,181.0
1987-88	10,857.1	1,579.3	58.5	812.2	179.9	35.2	13,522.2
1988-89	11,850.3	1,386.4	59.1	828.0	192.3	73.9	14,390.0
1989-90	13,355.6	1,339.1	69.1	1,051.3	198.1	72.5	16,085.8
1990-91	13,697.1	1,304.4	62.7	1,142.9	170.7	36.9	16,414.7
1991-92	15,163.2	1,335.7	214.9	1,356.6	182.1	64.3	18,316.9
Total Expenditures							
1981-82	$10,235.4	$4,129.2	$1,689.6	$4,155.0	$652.4	$139.2	$21,000.8
1982-83	10,989.8	4,274.5	1,473.4	2,961.5	536.2	162.4	22,134.3
1983-84	11,150.1	2,728.2	1,445.3	3,155.5	459.5	140.5	19,079.0
1984-85	10,906.0	2,929.0	1,610.0	3,440.0	522.0	147.0	19,554.0
1985-86	9,844.2	2,473.4	1,542.5	2,892.7	543.0	174.7	17,470.5
1986-87	11,745.0	2,491.8	1,539.3	2,329.0	501.7	171.0	18,777.8
1987-88	12,961.8	2,844.6	1,777.2	2,485.0	500.0	266.8	20,835.4
1988-89	14,242.6	2,714.8	1,937.7	2,449.4	575.2	393.7	22,313.4
1989-90	16,146.0	3,328.1	2,320.3	2,943.1	586.9	448.4	25,772.8
1990-91	16,813.6	3,219.6	2,347.1	3,297.0	562.2	380.7	26,620.1
1991-92	18,408.9	3,214.4	2,863.5	3,719.6	562.9	394.2	29,163.4

Source: Accounting by Object reports 3010-001 (Summary of Selected Programs), and Budget Branch, Business Services Division.

(1) "Other" includes books and supplies, operating expenses, and sites, buildings and equipment.

(2) Fringe benefits not charged to program.

(3)In 1983-84, certificated salaries for Community Services were charged to Program 100 accounts.

SPECIAL STUDENT SERVICE EXPENDITURES

This table covers major areas of categorical funding that are student-service oriented but not vocational. Financial Aid grants are dispensed by offices at the colleges, and are from both federal (Pell) and State (Cal Grant, Work Study) sources. EOPS furnishes grants, specialized counseling and tutoring to special categories of disadvantaged students, and is overseen and funded by the State. Administrative costs for both these programs are borne by the District, and are included along with grants in these figures. Administration of Disabled Students Programs and Services (DSPS) is funded by the State, but the District must contribute an amount equal to the FTES reimbursement earned by the program. DSPS provides specialized counseling and instruction to aid disabled students in their classroom work, as well as services like notetaking, reading, and tutoring as needed. This year expenditures for state-funded Matriculation activities have been added.

Also listed here is Special Project Grants, an anomalous category meant to include non-vocational grants obtained by the colleges from various sources, this year including: the California Community Colleges Board of Governors and State Chancellor's Office; the California Community College Foundation; the U.S. Departments of Agriculture, Education, and Health and Human Services; the City of Los Angeles Community Development Department: the Metropolitan Life Foundations; the National Collegiate Athletic Association; and others. They include Title III grants but not Amnesty or Matriculation funding.

TABLE 34

SPECIAL STUDENT SERVICES EXPENDITURES AND PROJECT GRANTS BY COLLEGE, 1978-79 THROUGH 1991-92

(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District (1)
Financial Aid										
1978-79	2,280.9	1,059.4	328.4	171.5	538.9	1,212.1	2,738.2	599.6	786.6	9,715.6
1980-81	2,416.6	1,381.5	408.1	167.5	605.4	1,589.4	2,142.5	692.5	834.2	10,237.6
1985-86	1,719.0	1,116.8	385.4	168.7	668.7	814.6	1,456.8	637.9	471.3	7,439.2
1986-87	1,859.4	1,092.8	387.7	206.6	739.3	741.1	1,641.2	704.9	445.3	7,818.3
1987-88	2,391.8	1,259.9	613.2	260.8	1,076.4	845.5	2,142.0	774.9	620.2	9,984.7
1988-89	2,072.2	1,686.8	639.2	304.8	879.0	900.5	2,072.5	797.7	585.6	9,932.3
1989-90	2,588.1	1,916.1	714.1	299.8	916.2	1,206.6	2,100.5	890.9	724.1	11,356.4
1990-91	3,035.2	1,643.6	766.3	296.9	767.5	1,145.3	2,055.4	846.2	647.7	11,204.1
1991-92	4,716.8	2,472.9	1,529.8	470.5	1,780.9	1,676.8	3,112.9	1,752.2	1,114.1	18,626.9
Extended Opportunity Programs and Services (EOPS)										
1978-79	423.4	348.3	181.3	139.5	147.4	399.6	365.9	133.2	291.5	2,430.0
1980-81	786.3	377.2	198.0	154.3	153.0	590.0	416.5	286.5	386.2	3,348.0
1985-86	870.3	414.8	151.4	190.2	176.8	515.7	472.6	266.6	280.8	3,339.2
1986-87	717.9	411.7	146.9	184.5	171.5	548.6	458.4	258.6	303.2	3,201.3
1987-88	719.4	402.7	158.0	193.4	192.7	558.2	465.0	259.2	308.8	3,257.4
1988-89	744.7	401.0	151.0	192.1	158.5	566.1	446.0	269.3	314.0	3,242.6
1989-90	848.2	403.7	167.5	209.8	210.9	539.7	472.3	245.7	328.2	3,426.1
1990-91	747.0	350.8	124.8	154.7	144.7	491.0	313.8	209.9	244.8	2,781.5
1991-92	732.3	301.0	139.9	155.3	136.7	439.9	305.1	217.8	261.2	2,689.3
Disabled Students Programs and Services										
1986-87	358.3	175.5	125.3	137.3	336.0	139.3	281.7	239.7	106.1	1,955.1
1987-88	394.1	188.3	135.5	154.0	376.7	149.0	316.8	205.4	118.5	2,150.4
1988-89	338.5	218.6	163.5	157.5	441.6	163.9	352.2	249.5	151.6	2,295.1
1989-90	382.6	229.2	167.6	178.9	492.3	169.1	393.4	313.1	160.9	2,493.3
1990-91	408.4	198 7	186.8	191.2	435.5	158.5	383 8	323.5	163.6	2,456.2
1991-92	434.1	186 4	243.7	215.6	412.2	175.4	348.3	323.3	149.1	2,689.3
Matriculation										
1989-90	444.9	432.3	277.1	171.1	554.2	282.8	402.5	489.3	517.5	3,601.1
1990-91	611.1	438.6	316.4	190.2	582.9	209.0	510.4	581.5	488.4	4,030.5
1991-92	536.7	407.3	262.1	197.0	528.9	251.9	428.8	529.9	355.2	3,586.0
Special Project Grants										
1978-79	58.8	639.6	311.0	43.0	28.4	64.0	33.4	137.3	0.0	1,315.6
1980-81	71.3	1,054.1	117.4	223.9	45.3	64.7	122.7	217.2	28.5	1,945.1
1985-86	265.2	1,210.2	191.5	18.8	14.4	516.9	3.0	9.0	35.1	2,264.1
1986-87	243.9	1,095.1	11.0	38.8	0.0	607.0	0.0	8.9	23.6	2,028.3
1987-88	331.1	1,151.6	28.8	88.8	13.2	709.8	3.5	17.6	251.8	2,599.9
1988-89	1,005.8	1,403.5	68.1	243.1	55.2	676.2	32.4	5.5	182.8	3,693.1
1989-90	651.4	2,192.0	12.5	161.5	6.7	1,252.7	107.5	20.8	99.8	4,575.6
1990-91	911.3	815.6	48.5	400.2	0.0	1,036.7	183.2	0.0	873.9	4,476.0
1991-92	1,536.8	1,308.8	67.5	846.5	555.1	1,282.0	707.9	66.4	757.9	7,331.5

Source: Data has been provided by various sources within the Los Angeles Community Colleges. In the categories of Financial Aid and EOP&S the funding agencies determine college and central administrative office allocations, and, in the case of EOP&S,the college allocations.

(1) District totals may include expenditures located at the District Office, as well as grants administered directly by the Office of Occupational and Technical Education, Educational Services Division.

SPECIAL VOCATIONAL FUNDS BY LOCATION

All the funds included in this table go to support vocationally-oriented student services or instructional programs. Most of the funding is federal in origin, but is awarded and audited through state and local agencies. Some colleges apply for grants on an individual basis, but since 1978-79 over 80% of all vocational funds have been received and awarded through the District Educational Services Division. In 1991-92, 87% of special vocational funds were processed by the Division's Office of Occupational and Technical Education. The amounts listed are those awarded by the funding agencies during the fiscal year. They do not represent expenditures, or funds available at the beginning of the year, since some grants are meant to be spent over a span of several years.

Employment training funds give support to programs that provide on-the-job training in occupational fields. They are awarded on a yearly basis, and administered in close collaboration with local agencies or private industry. Currently, the greatest share comes from the federal Job Training Partnership Act (JTPA), whose funding is obtained through the State Chancellor's Office. Other major sources are Greater Avenues to Independence (GAIN), through the Los Angeles County Department of Public Social Services, and excess costs funds, obtained through the State Department of Finance to supplement JTPA. These funds are mostly distributed by the District, but colleges obtain some JTPA grants directly. Funds from the Employment Training Panel (ETP) and Employment Based Training (EBT), both State programs, are dispensed directly to colleges by the State Chancellor's Office.

Until 1991-92, federal vocational funds were awarded under the Vocational Education Act (VEA); beginning in 1991, they have been administered under the Vocational and Technical Education Act (VATEA). All but a small fraction of these monies are alloted to the District by the State Chancellor's Office. They are allocated and distributed by the Office of Occupational and Technical Education according to formulas applied to various special student categories (i.e., handicapped, disadvantaged, single parents, etc.). These groups are delineated at the District level according to guidelines developed for the State Vocational Education Data System (VEDS). Since the passage of the Perkins VATEA Act in 1990, the emphasis in federal vocational funding has shifted from specialized student services to support of vocational\technical instructional programs enrolling members of special populations in significant proportions.

TABLE 35

SPECIAL VOCATIONAL EDUCATION FUNDS AWARDED BY LOCATION

1978-79 THROUGH 1991-92

(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Admin.	District
Employment Training (1)											
1978-79	$235.0	$2.0	$1.0	$0.8	$2.5	$1.3	$0.0	$1.0	$5.0	$0.0	$248.5
1979-80	215.1	162.2	1.7	1.1	1.2	388.1	810.3	482.1	4.1	0.0	2,065.9
1980-81	247.5	1.8	91.7	1.2	3.0	1.5	1.2	155.6	2.7	0.0	506.2
1981-82	269.3	2.5	0.8	1.0	2.9	1.6	1.6	0.0	100.0	2,906.9	3,286.6
1982-83	306.9	2.6	221.9	1.3	91.8	2.0	354.8	0.0	39.0	4,000.0	5,020.2
1983-84	845.7	384.1	73.1	1.4	2.8	2.5	287.9	0.0	2.6	5,000.0	6,600.1
1984-85	618.7	423.4	205.8	0.8	2.0	0.8	88.2	1.2	3.6	5,000.0	6,344.5
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
1986-87	802.7	31.1	56.0	0.0	276.9	84.7	110.7	196.0	200.0	486.5	2,244.6
1987-88	324.5	230.2	176.0	0.0	0.0	251.4	0.0	0.0	0.0	0.0	982.1
1988-89	403.2	0.0	46.1	80.0	73.1	0.0	74.6	0.0	222.7	3,586.7	4,486.4
1989-90	279.6	85.2	80.0	580.0	0.0	20.0	0.0	3.0	0.0	1,884.9	2,932.8
1990-91	0.0	62.0	50.0	173.4	0.0	1,138.9	0.0	0.0	1.7	2,271.0	3,696.9
1991-92	161.5	47.6	68.5	120.0	0.0	165.0	0.0	0.0	761.4	2,385.6	3,709.4
Total	**$5,195.9**	**$1,438.2**	**$1,202.5**	**$961.7**	**$458.6**	**$2,099.2**	**$1,733.0**	**$840.1**	**$1,345.2**	**$27,583.6**	**$42,858.0**
VEA and VATEA Special Project Grants (2), and state and private sector vocational grants											
1978-79	$60.0	$0.0	$5.5	$0.0	$66.0	$0.0	$0.0	$0.0	$0.0	$0.0	$131.4
1979-80	50.0	0.0	0.0	0.0	243.1	0.0	0.0	0.0	0.0	0.0	293.1
1980-81	14.1	0.0	65.0	0.0	200.0	0.0	0.0	25.0	0.0	0.0	304.1
1981-82	0.0	0.0	20.0	0.0	15.0	0.0	0.0	0.0	0.0	0.0	35.0
1982-83	1.4	1.4	1.4	1.4	1.4	161.4	1.4	1.4	1.4	0.0	172.7
1983-84	0.0	0.0	0.0	6.5	0.0	0.0	6.5	0.0	0.0	0.0	13.0
1984-85	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	10.0
1985-86	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1986-87	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.9	0.0	0.0	4.9
1987-88	24.0	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	67.0	97.7
1988-89	83.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	229.0	312.0
1989-90	0.0	0.0	78.0	24.3	32.6	0.0	25.0	0.0	0.0	110.3	270.1
1990-91	160.0	0.0	0.0	0.0	0.0	0.0	120.2	0.0	183.8	225.4	689.4
1991-92	0.0	0.0	183.4	54.8	95.0	50.0	5.0	50.0	47.2	48.6	534.0
Total	**$392.5**	**$1.4**	**$169.8**	**$32.2**	**$874.8**	**$161.4**	**$153.1**	**$31.3**	**$185.2**	**$631.7**	**$2,333.4**
Total Direct Awards											
1978-79	$295.0	$2.0	$6.5	$0.8	$68.5	$1.3	$0.0	$1.0	$5.0	$0.0	$380.0
1979-80	265.1	162.2	1.7	1.1	244.3	388.1	810.3	482.1	4.1	0.0	2,359.0
1980-81	261.6	1.8	156.7	1.2	203.0	1.5	1.2	180.6	2.7	0.0	810.2
1981-82	269.3	2.5	20.8	1.0	17.9	1.6	1.6	0.0	100.0	2,906.9	3,321.6
1982-83	308.3	4.0	223.3	2.7	93.2	163.4	356.2	1.4	40.4	4,000.0	5,193.0
1983-84	845.7	384.1	73.1	7.9	2.8	2.5	294.4	0.0	2.6	5,000.0	6,613.1
1984-85	618.7	423.4	205.8	0.8	12.0	0.8	88.2	1.2	3.6	5,000.0	6,354.5
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
1986-87	802.7	31.1	56.0	0.0	276.9	84.7	110.7	200.9	200.0	486.5	2,249.5
1987-88	348.5	230.2	176.0	0.0	6.7	251.4	0.0	0.0	0.0	67.0	1,079.8
1988-89	486.2	0.0	46.1	80.0	73.1	0.0	74.6	0.0	222.7	3,815.7	4,798.4
1989-90	279.6	85.2	158.0	604.3	32.6	20.0	25.0	3.0	0.0	1,995.2	3,202.9
1990-91	160.0	62.0	50.0	173.4	0.0	1,138.9	120.2	0.0	185.5	2,496.4	4,386.3
1991-92	161.5	47.6	251.9	174.8	95.0	215.0	5.0	50.0	808.6	2,434.2	4,243.5
Total	**$5,588.4**	**$1,439.6**	**$1,555.8**	**$1,048.7**	**$1,128.4**	**$2,310.6**	**$1,891.1**	**$921.4**	**$1,577.6**	**$28,263.8**	**$45,725.5**

Continued on next page

TABLE 35 (Continued)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Admin.	District
Funds Allocated by the District (Perkins VATEA and Previous VEA Funding)											
1978-79	$277.4	$277.0	$230.4	$202.0	$424.3	$236.8	$660.9	$322.6	$248.4	$388.9	$3,268.8
1979-80	308.5	224.7	203.2	197.2	284.7	190.1	670.5	315.4	313.9	248.7	2,957.0
1980-81	318.0	255.7	232.1	176.2	300.7	208.9	597.0	238.9	241.2	749.1	3,317.8
1981-82	296.3	306.3	291.6	283.1	308.4	222.7	820.5	196.8	179.2	636.4	3,541.3
1982-83	290.0	220.2	215.8	149.6	316.6	216.1	735.1	242.8	165.8	327.3	2,879.3
1983-84	238.1	180.3	180.5	144.7	291.3	137.8	612.9	251.8	135.7	621.7	2,794.8
1984-85	280.1	176.3	197.5	147.2	295.0	216.0	600.2	237.7	116.2	566.8	2,833.0
1985-86	355.5	224.8	207.6	153.2	381.9	219.6	604.8	289.6	161.5	631.5	3,230.0
1986-87	381.5	278.3	194.6	141.2	327.5	151.5	637.1	324.7	208.1	454.1	3,098.6
1987-88	432.7	332.7	208.1	139.5	356.9	175.8	725.2	342.7	225.9	516.5	3,456.0
1988-89	462.8	349.1	224.3	163.2	368.1	195.2	753.9	379.0	254.1	340.3	3,490.0
1989-90	432.5	325.9	210.9	148.3	350.1	182.9	715.3	345.2	243.7	304.9	3,259.7
1990-91	405.6	321.9	237.4	147.9	326.8	189.4	831.8	345.1	265.1	308.1	3,379.1
1991-92	467.4	364.4	194.8	154.7	273.9	270.6	510.7	284.8	229.4	144.8	2,895.5
Total	**$4,946.4**	**$3,837.6**	**$3,028.8**	**$2,348.0**	**$4,606.2**	**$2,813.4**	**$9,476.0**	**$4,117.1**	**$2,988.3**	**$6,239.1**	**$44,400.8**
Grand Total											
1978-79	$572.4	$279.0	$236.8	$202.7	$492.8	$238.1	$660.9	$323.6	$253.4	$388.9	$3,648.8
1979-80	573.6	386.9	204.9	198.3	528.9	578.2	1,480.9	797.5	318.0	248.7	5,316.0
1980-81	579.6	257.5	388.8	177.4	503.7	210.4	598.2	419.5	243.9	749.1	4,128.0
1981-82	565.6	308.8	312.4	284.1	326.3	224.3	822.1	196.8	279.2	3,543.3	6,862.9
1982-83	598.3	224.2	439.1	152.3	409.8	379.5	1,091.3	244.2	206.2	4,327.3	8,072.3
1983-84	1,083.8	564.4	253.6	152.6	294.1	140.3	907.3	251.8	138.3	5,621.7	9,407.9
1984-85	898.8	599.7	403.3	148.0	307.0	216.8	688.4	238.9	119.8	5,566.8	9,187.5
1985-86	841.8	228.4	337.6	154.0	384.3	261.1	608.4	290.8	163.9	693.5	3,963.8
1986-87	1,184.2	309.4	250.6	141.2	604.4	236.2	747.8	525.6	408.1	940.6	5,348.1
1987-88	781.2	562.9	384.1	139.5	363.6	427.2	725.2	342.7	225.9	583.5	4,535.8
1988-89	949.0	349.1	270.4	243.2	441.2	195.2	828.5	379.0	476.8	4,156.0	8,288.4
1989-90	712.1	411.1	368.9	752.6	382.7	202.9	740.3	348.2	243.7	2,300.1	6,462.6
1990-91	565.6	383.9	287.4	321.3	326.8	1,328.3	952.0	345.1	450.6	2,804.5	7,765.4
1991-92	628.9	412.0	446.7	329.5	368.9	485.6	515.7	334.8	1,038.0	2,579.0	7,139.0
Total	**$9,905.9**	**$4,865.3**	**$4,137.8**	**$3,067.1**	**$5,365.7**	**$4,638.5**	**$10,851.4**	**$4,703.7**	**$3,527.9**	**$31,924.0**	**$82,987.3**

Sources: Office of Occupational and Technical Education, Los Angeles Community College Distirct. For the awards totaled here the fundingagencies determine college and central administrative office allocations. Although some awards are for multiple years, the total amount of each award is tabulated for the fiscal year in which the program began.

(1) Includes Comprehensive Employment Training Act (CETA) prior to 1983-84, the Joint Training Partnership Act (JTPA), California Worksite Education and Training Act (CWETA) awards from 1980-81 through 1982-83,the Employment Training Panel (ETP), and the Employment Based Training Program, California Community Colleges (EBT was Investment in People or IIP until 1983-84). Also includes GAIN, Second Start and miscellaneous employment-based funding.

(2) VEA Subparts 2 through 5, 1978-79 through 1985-86 and Vocational Education Special Project Grants.

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PERSONNEL DISTRIBUTION

Federal and state civil rights legislation require the District to maintain continuing commitment to affirmative action personnel policies. All colleges and the District Office have established percentage goals for each employee category to make ethnic and gender distributions more closely reflect those in the service area population. These goals, designated as benchmarks, were first established in 1982. They have recently been updated to reflect changes in the ethnicity of the Los Angeles area population, as recorded in the 1990 census. Benchmarks for Asians, Blacks, Hispanics and women in their respective job category are listed in Table 36.1. The percentages listed for each fiscal year represent personnel distribution as of the fourth pay period of the fiscal year, which is in October. Data from this pay period is used to generate the annual District Affirmative Action Report.

TABLE 36.1

PERSONNEL DISTRIBUTION BY EMPLOYMENT CATEGORY, SEX AND ETHNICITY

1980 THROUGH 1992

(Percentages)

Category	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total %	Total No.
Executive/Admin./Managerial														
Benchmark		8.5%		13.3%		21.4%				2.7%	49.1%			
1980-81	6.3	0.8	11.8	8.7	7.9	0.8	50.8	12.6	0.0	0.4	23.2	36.6	100.0	254
1985-86	4.9	1.2	13.0	11.1	13.0	1.9	39.5	14.2	0.6	0.6	29.0	46.3	100.0	166
1987-88	6.4	0.7	12.1	9.2	12.8	1.4	41.1	14.9	0.7	0.7	27.0	44.0	100.0	141
1988-89	6.5	0.6	13.0	9.1	14.9	1.9	39.0	14.3	0.0	0.6	26.6	46.8	100.0	154
1989-90	6.8	0.7	11.0	10.3	13.7	2.7	39.0	15.1	0.0	0.7	29.5	45.9	100.0	146
1990-91	6.0	0.7	10.7	11.4	13.4	2.7	39.6	14.8	0.0	0.7	30.2	45.6	100.0	149
1991-92	7.7	0.8	10.8	11.5	12.3	2.3	39.2	14.6	0.0	0.8	30.0	46.2	100.0	130
1992-93	8.5	1.4	9.9	12.1	10.6	4.3	34.0	18.4	0.0	0.7	36.9	47.5	100.0	141
Faculty/Instructors:														
Benchmark		7.9%		11.6%		21.3%				2.7%	49.6%			
Full-Time														
1980-81	2.0	2.4	3.7	5.3	4.8	2.9	49.9	29.1	0.2	0.0	39.5	21.0	100.0	2,145
1985-86	2.6	2.8	4.9	6.3	5.0	2.1	48.0	28.2	0.1	0.1	40.6	25.2	100.0	1,916
1987-88	2.8	2.7	4.8	6.2	5.6	3.5	47.0	27.7	0.1	0.1	40.2	25.3	100.0	1,820
1988-89	2.9	3.0	5.1	6.6	5.0	3.9	45.4	27.9	0.1	0.1	41.5	26.7	100.0	1,876
1989-90	3.4	3.0	5.3	6.6	5.7	4.1	44.2	27.6	0.1	0.1	41.5	28.2	100.0	1,820
1990-91	3.1	3.2	5.5	6.5	5.7	4.3	44.2	27.2	0.1	0.2	41.3	28.5	100.0	1,775
1991-92	3.2	3.3	5.5	6.6	5.6	4.3	43.4	27.7	0.2	0.2	42.2	28.9	100.0	1,734
1992-93	3.3	3.2	5.7	6.3	6.2	4.6	42.2	28.0	0.3	0.2	42.3	29.8	100.0	1,716
Hourly														
1980-81	3.0	1.6	7.6	4.8	4.7	2.0	54.6	20.9	0.2	0.3	29.5	24.4	100.0	1,925
1985-86	4.2	1.6	6.9	4.0	4.7	4.0	51.4	23.0	0.1	0.1	40.6	25.2	100.0	1,512
1987-88	4.2	1.4	6.9	3.8	4.1	3.3	52.7	22.4	0.2	0.2	31.2	24.9	100.0	1,881
1988-89	4.0	2.5	6.7	4.1	5.6	3.7	47.3	25.4	0.2	0.4	36.2	27.3	100.0	1,845
1989-90	4.6	2.8	6.6	4.5	5.2	2.9	48.6	24.2	0.2	0.3	34.7	27.1	100.0	1,881
1990-91	5.2	3.1	6.3	4.5	5.2	3.5	47.5	24.3	0.1	0.3	35.8	28.2	100.0	1,796
1991-92	5.1	3.3	6.4	4.5	5.4	3.2	47.3	24.4	0.3	0.4	35.5	28.4	100.0	1,792
1992-93	5.1	3.2	6.0	4.2	6.2	2.8	47.2	24.9	0.2	0.4	35.4	27.9	100.0	1,707
Professional/Non-Faculty														
Benchmark		9.3%		11.9%		21.7%				2.7%	47.5%			
1980-81	11.9	9.4	5.0	0.6	2.5	1.3	40.3	28.3	0.0	0.6	40.3	31.4	100.0	159
1985-86	11.8	12.4	7.5	3.1	4.3	2.5	31.1	27.3	0.0	0.0	45.3	41.6	100.0	175
1987-88	13.3	13.9	9.4	6.1	3.3	3.3	26.7	23.9	0.0	0.0	47.2	49.4	100.0	180
1988-89	11.4	13.9	7.9	8.9	4.5	2.0	25.2	26.2	0.0	0.0	51.0	48.5	100.0	202
1989-90	13.6	15.1	8.0	7.0	4.0	3.0	24.1	25.1	0.0	0.0	50.3	50.8	100.0	199
1990-91	13.4	13.4	8.6	8.1	4.3	3.8	23.0	25.4	0.0	0.0	50.7	51.7	100.0	209
1991-92	12.6	14.9	9.3	9.3	3.7	3.7	21.9	24.7	0.0	0.0	52.6	53.5	100.0	215
1992-93	12.4	14.3	9.2	9.7	3.7	3.7	22.1	24.9	0.0	0.0	52.5	53.0	100.0	217
Secretarial/Clerical														
Benchmark		8.4%		13.8%		24.9%				2.7%	59.1%			
1980-81	1.9	10.2	5.7	23.2	2.9	9.6	6.4	39.4	0.3	0.5	85.2	53.2	100.0	1,388
1985-86	2.2	11.8	4.1	23.5	4.0	10.6	6.2	36.3	0.2	1.1	83.3	57.6	100.0	939
1987-88	4.3	13.2	3.9	22.4	3.7	12.3	6.4	32.8	0.2	0.8	81.6	60.8	100.0	1,102
1988-89	4.5	11.7	5.2	22.4	3.3	14.2	5.7	32.2	0.2	0.6	81.0	62.1	100.0	1,107
1989-90	5.2	12.5	5.5	21.5	4.2	15.0	5.6	29.9	0.1	0.6	79.5	64.5	100.0	1,222
1990-91	3.8	12.9	5.0	20.8	4.7	16.1	6.0	29.8	0.3	0.6	80.2	64.2	100.0	1,180
1991-92	4.8	12.6	5.3	20.2	4.3	15.9	6.3	29.8	0.3	0.6	79.1	63.9	100.0	1,165
1992-93	5.4	13.2	5.9	20.3	3.6	14.8	5.9	30.0	0.3	0.7	78.9	64.2	100.0	1,155

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TABLE 36.1 (Cont.)

Category	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total %	Total No.
Technical/Paraprofessional														
Benchmark		9.5%		12.5%		25.1%				2.7%	39.3%			
1980-81	6.9	3.3	8.7	6.9	8.0	3.3	33.7	29.0	0.4	0.0	42.4	37.3	100.0	276
1985-86	8.0	6.8	8.0	6.8	6.3	1.7	29.5	31.6	0.4	0.8	47.7	38.8	100.0	248
1987-88	9.1	7.8	10.3	6.2	5.8	1.6	30.9	28.4	0.0	0.0	44.0	40.7	100.0	243
1988-89	10.0	9.3	8.2	6.0	7.8	3.2	29.2	26.0	0.0	0.4	44.8	44.8	100.0	281
1989-90	9.9	8.0	9.1	5.5	8.4	2.9	28.1	27.4	0.0	0.7	44.5	44.5	100.0	274
1990-91	10.8	8.2	7.2	7.2	7.9	2.2	30.1	26.2	0.0	0.4	44.1	43.7	100.0	279
1991-92	10.8	8.6	7.5	6.0	9.3	1.1	29.9	26.9	0.0	0.0	42.5	43.3	100.0	268
1992-93	9.8	7.7	9.1	6.0	8.4	2.5	31.2	24.2	0.4	0.7	41.1	44.6	100.0	285
Skilled Crafts														
Benchmark		7.6%		12.4%		28.6%				2.7%	33.9%			
1980-81	6.5	0.0	8.1	0.0	12.2	0.0	71.5	0.0	1.6	0.0	0.0	28.5	100.0	123
1985-86	3.5	0.0	11.8	0.0	17.6	0.0	65.9	0.0	1.2	0.0	0.0	34.1	100.0	89
1987-88	3.5	0.0	11.6	0.0	22.1	0.0	61.6	0.0	1.2	0.0	0.0	38.4	100.0	86
1988-89	3.2	0.0	9.7	0.0	21.5	0.0	64.5	0.0	1.1	0.0	0.0	35.5	100.0	93
1989-90	3.0	0.0	9.0	1.0	20.0	0.0	66.0	0.0	1.0	0.0	1.0	34.0	100.0	100
1990-91	3.3	0.0	9.9	0.0	22.0	0.0	63.7	0.0	1.1	0.0	0.0	36.3	100.0	91
1991-92	3.9	0.0	7.8	0.0	17.6	0.0	68.6	0.0	2.0	0.0	0.0	31.4	100.0	102
1992-93	3.9	0.0	9.7	0.0	17.5	0.0	68.0	0.0	1.0	0.0	0.0	32.0	100.0	103
Service/Maintenance														
Benchmark		8.6%		15.4%		31.2%				2.7%	33.5%			
1980-81	2.1	0.9	33.7	13.1	7.3	2.3	28.3	11.7	0.5	0.1	28.1	60.0	100.0	887
1985-86	2.3	0.6	34.9	12.5	10.7	2.1	28.0	9.0	0.0	0.0	24.2	63.0	100.0	716
1987-88	3.3	0.7	34.3	12.9	9.0	3.2	28.6	8.0	0.0	0.0	24.8	63.5	100.0	690
1988-89	3.9	0.6	36.1	12.1	10.0	3.7	26.4	7.0	0.3	0.0	23.4	66.6	100.0	701
1989-90	3.9	0.5	36.0	12.0	10.3	4.6	26.1	6.2	0.3	0.0	23.4	67.7	100.0	739
1990-91	4.3	0.6	35.7	12.5	11.5	4.6	24.7	5.9	0.3	0.0	23.5	69.4	100.0	680
1991-92	4.1	0.6	37.0	12.3	12.2	4.7	23.3	5.6	0.1	0.0	23.2	71.1	100.0	681
1992-93	4.1	0.4	39.9	12.0	11.8	3.2	23.5	5.0	0.1	0.0	20.6	71.6	100.0	686
TOTAL														
1980-81	3.0	3.6	9.4	9.6	5.0	3.6	39.6	25.7	0.3	0.2	42.7	34.7	100.0	7,157
1985-86	3.5	4.1	9.6	9.4	5.9	4.0	38.1	25.1	0.2	0.3	42.8	36.9	100.0	5,761
1987-88	4.2	4.7	9.4	9.5	5.6	4.9	37.1	24.1	0.2	0.3	43.5	38.8	100.0	5,698
1988-89	4.3	4.6	9.5	9.3	6.1	5.5	35.5	24.7	0.2	0.3	44.4	39.8	100.0	6,259
1989-90	4.8	5.0	9.7	9.4	6.3	5.7	34.9	23.8	0.1	0.3	44.2	41.3	100.0	6,381
1990-91	4.7	5.2	9.4	9.4	6.5	6.1	34.5	23.7	0.2	0.3	44.7	41.8	100.0	6,159
1991-92	5.0	5.3	9.6	9.3	6.5	6.0	34.1	23.7	0.2	0.3	44.5	42.1	100.0	6,090
1992-93	5.1	5.3	10.2	9.2	6.6	5.7	33.5	23.9	0.2	0.3	44.4	42.6	100.0	6,010

Source: Data Processing Report B1842, Workforce Analysis, Office of Affirmative Action Programs and Services.
Note: Data are from the October (04) pay period of each fiscal year.

TABLE 36.2

PERSONNEL DISTRIBUTION BY LOCATION, SEX AND ETHNICITY, 1986 - 1992

(Percentages)

College & Year	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total %	Total No.
City														
1986-87	4.7	5.8	8.7	12.5	5.5	4.1	38.0	20.7	0.0	0.0	43.1	41.3	100.0	813
1989-90	7.5	6.7	9.7	11.5	5.5	2.9	35.0	20.9	0.1	0.2	42.3	44.1	100.0	963
1990-91	6.9	6.6	9.1	11.3	5.7	3.4	36.2	20.3	0.1	0.2	41.9	43.4	100.0	875
1991-92	7.3	7.6	9.5	11.2	5.2	3.8	35.2	19.7	0.3	0.1	42.5	45.0	100.0	866
1992-93	7.5	7.6	10.6	10.6	5.9	3.9	33.6	19.6	0.3	0.2	42.0	46.8	100.0	866
1990 SAP		13.7%		5%		35.3%		43.6%		2.4%		56.4%		
East														
1986-87	5.1	7.4	5.4	2.6	15.1	12.3	33.6	17.9	0.3	0.3	40.5	48.5	100.0	664
1989-90	6.4	7.6	5.4	3.3	15.0	14.3	31.5	16.1	0.3	0.1	41.4	52.5	100.0	734
1990-91	8.5	7.9	5.4	2.9	15.6	13.6	30.6	14.8	0.1	0.4	39.7	54.6	100.0	755
1991-92	7.4	8.6	6.2	3.1	15.5	12.8	30.7	15.2	0.1	0.4	40.1	54.1	100.0	678
1992-93	8.0	7.6	6.2	3.0	15.8	12.1	30.3	16.5	0.0	0.5	39.7	53.2	100.0	660
1990 SAP		8.2%		9%		70.5%		19.6%		8%		80.4%		
Harbor														
1986-87	3.2	4.7	9.5	7.1	4.1	4.3	37.7	28.9	0.0	0.4	45.5	33.4	100.0	464
1989-90	4.4	5.7	9.1	5.9	3.6	7.0	36.2	27.9	0.0	0.2	46.7	35.9	100.0	527
1990-91	3.5	6.1	8.6	5.6	3.2	8.4	36.5	27.9	0.0	0.2	48.2	35.6	100.0	537
1991-92	4.0	5.7	8.9	6.1	3.4	7.8	35.4	28.6	0.0	0.2	48.3	36.0	100.0	528
1992-93	3.9	4.7	10.2	6.3	3.5	6.3	34.2	30.7	0.0	0.2	48.3	35.2	100.0	489
1990 SAP		9.9%		12.5%		25.9%		50.7%		1%		49.3%		
Mission														
1986-87	1.4	2.3	4.7	4.2	7.5	8.9	34.6	35.5	0.0	0.9	51.9	29.9	100.0	214
1989-90	1.9	3.5	2.9	3.8	9.2	15.6	30.6	31.5	0.3	0.6	55.1	37.9	100.0	314
1990-91	1.5	3.3	3.3	3.3	8.0	16.0	28.5	35.0	0.3	0.9	58.5	36.5	100.0	337
1991-92	2.0	3.2	2.6	3.2	9.8	13.9	31.8	33.2	0.0	0.3	53.8	35.0	100.0	346
1992-93	3.1	3.4	4.2	3.6	12.0	12.6	30.8	29.7	0.0	0.6	49.9	39.5	100.0	357
1990 SAP		4.1%		6.5%		33.1%		55.4%		.9%		44.6%		
Pierce														
1986-87	2.0	1.0	4.3	1.2	2.0	1.7	50.2	37.3	0.0	0.1	41.4	12.4	100.0	806
1989-90	2.6	2.0	4.2	2.0	2.8	2.8	47.4	35.7	0.1	0.4	42.9	16.9	100.0	899
1990-91	2.8	2.1	4.7	1.8	2.6	2.9	46.7	35.9	0.1	0.4	43.1	17.4	100.0	852
1991-92	3.2	1.8	4.7	2.4	3.2	3.8	44.7	35.8	0.1	0.3	44.1	19.5	100.0	886
1992-93	3.3	2.4	4.6	2.5	3.1	3.4	43.6	36.3	0.3	0.3	45.0	20.1	100.0	904
1990 SAP		4.3%		1.6%		10.2%		83.1%		.8%		16.9%		
Southwest														
1986-87	2.9	1.3	31.2	36.0	1.9	1.6	14.3	10.2	0.3	0.3	49.4	75.5	100.0	314
1989-90	3.6	1.4	27.6	34.7	2.9	1.9	16.9	10.9	0.2	0.0	48.9	72.2	100.0	421
1990-91	3.5	2.3	26.7	34.7	3.7	2.1	16.4	10.3	0.2	0.0	49.4	73.3	100.0	427
1991-92	4.0	2.3	26.2	33.6	3.5	1.9	17.8	10.3	0.5	0.0	48.1	72.0	100.0	428
1992-93	4.2	1.8	27.7	34.2	3.4	3.1	15.9	9.4	0.3	0.0	48.6	74.7	100.0	383
1990 SAP		5.8%		65.1%		21%		7.5%		.6%		92.5%		

Continued on Next Page

TABLE 36.2 (Cont.)

College & Year	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total %	Total No.
Trade-Tech														
1986-87	3.8	2.6	16.7	15.2	7.9	4.1	34.3	15.3	0.1	0.1	37.3	50.4	100.0	738
1989-90	5.3	4.0	16.3	16.0	8.5	4.0	30.7	15.0	0.1	0.0	39.1	54.2	100.0	804
1990-91	5.1	4.3	15.2	15.2	8.5	4.5	31.6	15.3	0.3	0.0	39.3	53.1	100.0	784
1991-92	5.8	3.9	15.8	14.8	8.7	4.9	29.8	15.8	0.4	0.1	39.5	54.4	100.0	778
1992-93	5.8	4.4	16.1	14.6	8.4	5.0	29.9	15.1	0.5	0.3	39.4	55.0	100.0	800
1990 SAP		8.3%		35.3%		47.7%		7.7%		1%		92.3%		
Valley														
1986-87	1.2	1.6	4.6	1.6	4.2	2.7	47.9	36.1	0.0	0.3	42.2	16.1	100.0	746
1989-90	1.8	2.3	4.6	1.8	5.3	4.8	46.4	32.4	0.1	0.4	41.7	21.1	100.0	829
1990-91	1.4	2.1	4.9	2.3	6.3	4.8	43.5	33.9	0.4	0.4	43.5	22.6	100.0	775
1991-92	1.7	2.6	5.0	2.2	6.1	4.7	43.5	33.6	0.4	0.3	43.4	22.9	100.0	782
1992-93	1.6	3.0	5.9	2.4	5.8	4.2	42.4	33.7	0.5	0.4	43.7	23.9	100.0	792
1990 SAP		4.3%		2.1%		20.4%		71.9%		1.3%		28.1%		
West														
1986-87	3.3	3.3	11.4	12.6	1.9	0.9	40.0	25.9	0.5	0.2	43.0	34.1	100.0	428
1989-90	3.6	3.8	15.2	11.1	2.4	2.3	35.1	26.1	0.2	0.4	43.5	38.8	100.0	533
1990-91	3.2	5.0	13.1	12.0	2.6	2.8	36.5	24.7	0.0	0.2	44.6	38.8	100.0	502
1991-92	3.3	4.8	14.0	11.5	2.9	2.3	36.1	24.8	0.0	0.2	43.6	39.0	100.0	479
1992-93	3.8	5.1	15.1	10.7	2.7	1.8	36.5	23.6	0.0	0.7	41.9	39.9	100.0	449
1990 SAP		6.6%		20.8%		14.8%		56.4%		1.4%		43.6%		
District Office														
1986-87	8.0	15.4	6.1	14.9	5.9	6.4	21.3	20.5	0.5	1.1	58.2	58.2	100.0	376
1989-90	12.3	16.8	7.0	16.0	7.3	7.8	16.2	15.7	0.0	0.8	57.1	68.1	100.0	357
1990-91	12.1	17.5	7.0	18.4	6.0	8.3	15.9	14.3	0.0	0.6	59.0	69.8	100.0	315
1991-92	13.3	19.0	7.3	16.5	5.7	8.2	16.5	12.7	0.3	0.6	57.0	70.9	100.0	316
1992-93	11.0	18.4	7.1	18.4	5.8	8.7	16.8	13.2	0.0	0.6	59.4	70.0	100.0	310
TOTAL														
1986-87	3.5	4.3	9.4	9.3	5.8	4.5	37.6	25.2	0.1	0.3	43.6	37.2	100.0	5,563
1989-90	4.8	5.0	9.7	9.4	6.3	5.7	34.9	23.8	0.1	0.3	44.2	41.3	100.0	6,381
1990-91	4.7	5.2	9.4	9.4	6.5	6.1	34.5	23.7	0.2	0.3	44.7	41.8	100.0	6,159
1991-92	5.0	5.3	9.6	9.3	6.5	6.0	34.2	23.8	0.2	0.2	44.6	42.1	100.0	6,087
1992-93	5.1	5.3	10.2	9.2	6.6	5.7	33.5	23.9	0.2	0.3	44.4	42.6	100.0	6,010
1990 SAP		7.6%		14.3%		33.5%		43.4%		1.2%		56.6%		

Source: Data Processing Report B 1842, Office of Affirmative Action Programs and Services.

Note: Data are from the October (04) pay period of each fiscal year. SAP refers to the 1990 college-relevant (18-54) service area population percentage breakdown by ethnicity.